

**CAN PROCUREMENT DELIVER STRATEGIC
VALUE?**

**AN EXPLORATORY STUDY WITHIN THE UK
HIGHER EDUCATION SECTOR**

AI CHUIN YU

Master of Business Administration

Anthony J. Ward

MBA Director and Senior Lecturer in Strategic Management

CHESTER BUSINESS SCHOOL

OCTOBER 2017

Acknowledgements

This research would never have been possible if it were not for the support and contribution from my peers and colleagues. Thank you for sharing your invaluable insights, perspectives and experiences.

I would also like to especially thank:

- ❖ *My husband Wing Kay, for your endless patience and for taking care of me as I thoroughly immersed myself into my studies;*
- ❖ *My mentor Bill, for your continuing counsel, understanding, inspiration and encouragement;*
- ❖ *My friend Caroline, for your support and sharing this journey with me;*
- ❖ *My dissertation supervisor Tony, for guiding me towards clarity, answering my many questions and your advice throughout.*

Additionally, I would like to thank the professors who have supported and taught me on this MBA programme and for making the past two years a truly worthwhile experience.

Abstract

Since the turn of the 21st century, the UK higher education (HE) sector has been facing increased political and fiscal pressures brought about by economic uncertainty, austerity and enhanced student expectations. By giving rise to a hypercompetitive environment, it is posited that today's HE institutions seek to fulfil their societal responsibilities by achieving teaching excellence and ensuring long-term and financial sustainability. This paper postulates that the sector's quest is attainable by realising value of strategic relevance (SV) and that it is axiomatic for the role of procurement to deliver it. To determine whether procurement can achieve this, this study examines its role and the concept, relevance and influencing forces of SV.

This research comprises a cross-sectional exploratory study with procurement influencers, leaders, practitioners and senior stakeholders representing 14 organisations within UK HE. The research methodology is based on a subjective ontology that follows an interpretivist epistemology allied to pragmatism. The conceptual nature of the research problem is examined through a qualitative research design. Review of literature facilitates appreciation of the enigma of the research problem whilst empirical findings gathered through a series of 23 semi-structured interviews, emphasise the symbiotic relationship between the role of procurement and its stakeholders.

Conclusions reveal that the ability of procurement to deliver SV within UK HE is significantly influenced by stakeholders' perceptions of its role. Moreover, it is contingent on institutions' ascription of SV and overcoming internal challenges that are affected by the dynamic juxtapositioning of macro-environmental forces outside the influence of individual institutions. In exploring a number of attributes, this study makes recommendations as to how the role of procurement within UK HE may be enhanced to deliver SV. It is envisaged that this study may supplement existing research or contribute towards future discussions on the role of procurement within the UK HE sector.

Declaration

This work is original and has not been submitted previously for any academic purpose. All secondary sources are acknowledged.

Signed: _____

Date: _____

Table of Contents

1	INTRODUCTION	10
1.1	Background to the Research	10
1.2	Research Question	10
1.3	Justification for the research	11
1.4	Outline Methodology	12
1.5	Outline of the Chapters	12
1.6	Definitions	12
1.7	Summary	13
2	LITERATURE REVIEW	14
2.1	Introduction	14
2.2	The Evolutionary Role of Procurement	14
2.3	The UK Higher Education Sector	15
2.4	Role of Procurement within the UK HE Sector	16
2.5	Enigma of delivering SV within the UK HE Sector	17
2.6	Theoretical Underpinnings influencing the Role of Procurement in delivering SV	19
2.7	Research Objectives	22
2.8	Conceptual Model	23
2.9	Summary	25
3	METHODOLOGY	26
3.1	Introduction	26
3.2	Methodological Considerations	26
3.2.1	Ontology	26
3.2.2	Epistemology	27
3.2.3	Pragmatism	27
3.2.4	Justification for the Selected Paradigm and Methodology	28
3.2.5	Limitations of the Methodology	28
3.2.6	Rejected Methodologies and Methods	29
3.3	Research Design	29
3.4	Research Methods & Procedures	31
3.5	Ethical considerations	35

3.6	Summary	36
4	FINDINGS	40
4.1	Introduction	40
4.2	Application of Methodology	40
4.3	Research Objective One	41
4.4	Research Objective Two	45
4.5	Research Objective Three	52
4.6	Summary	76
5	DATA ANALYSIS & INTERPRETATION	78
5.1	Introduction	78
5.2	Research Objective One	78
5.3	Research Objective Two	79
5.4	Research Objective Three	81
5.5	Summary	85
6	CONCLUSIONS & RECOMMENDATIONS	86
6.1	Introduction	86
6.2	Critical & Reflective Evaluation of Adopted Methodology	86
6.3	Conclusions About the Research Objectives (Aims)	88
6.3.1	Research Objective One	88
6.3.2	Research Objective Two	89
6.3.3	Research Objective Three	90
6.3.4	Research Objective Four	91
6.4	Conclusions About the Research Question	92
6.5	Overall Conclusions	92
6.6	Limitations	92
6.7	Opportunities for Further Research	93
7	REFERENCES	94
8	APPENDICES	108

List of Tables

Tables		Page Number
1	Research Objectives	11
2	Chapter Outline	12
3	Questionnaire Construction	30
4	Sample Frame	33
5	Pilot & Interview Schedule	37
6	Pilot Studies - Focus Group (Pilot 1)	38
7	Pilot Studies - Interviews (Pilots 2 & 3)	39
8	Findings Presentation Format	40
9	External & Institutional Practices	61

List of Figures

Figures		Page Number
1	Interrelationships of Strategic Management, Strategic Procurement & Resource Based View of Procurement	20
2	Conceptual Model	24
3	Perceptions regarding the Role of Procurement	41
4	Interpretations of SV within the context of the UK HE sector	45
5	Attributes to delivering SV in the UK HE sector	49
6	Relative Importance for the Role of Procurement within the UK HE sector to deliver SV	52
7	Role of Procurement within the UK HE sector in delivering SV	53
8	Perceptions of Procurement Contribution in the UK HE sector	55
9	Factors influencing Procurement Contribution in delivering SV since mid 1990s	57
10	Forces driving Role of Procurement to deliver SV in the UK HE sector	59
11	Top Factors affecting ability of Procurement to successfully deliver SV in the UK HE sector	64
12	Challenges Preventing Role of Procurement from delivering SV	65
13	Challenges associated with People	66
14	Challenges associated with Role, Structure, Process & Procedures	67
15	Challenges associated with Finances	68
16	Challenges associated with Vision & Culture	68
17	Overcoming Challenges preventing Procurement from delivering SV	69
18	Overcoming Challenges associated with People	71
19	Overcoming Challenges associated with Role, Process & Procedures	72
20	Overcoming Challenges associated with Vision & Culture	73
21	Perspectives on whether Procurement can deliver SV in the UK HE sector	74
22	Summary of Emergent Themes	77

Abbreviations & Glossary of Terms

BUFDG	British Universities Financial Directors Group <i>Body representing higher education finance staff in United Kingdom.</i>
CIPS	The Chartered Institute of Procurement & Supply <i>Organisation servicing procurement and supply profession.</i>
CSR	Corporate social responsibility
EU	European Union
FDs	Financial Directors
FOI	Freedom of Information Requests <i>Requests made to access recorded information held by public sector organisations.</i>
HE	Higher education
HEFCE	Higher Education Funding Council for England <i>A body that funds and regulates universities and colleges in England.</i>
HEI	Higher Education Institution
HEPA	Higher Education Procurement Association <i>Network for procurement professionals in the higher education sector.</i>
HESA	Higher Education Statistics Agency
NAO	National Audit Office <i>Audits spending for government departments, agencies and public bodies to help improve public expenditure.</i>
NW	North west
PMA	Procurement Maturity Assessment <i>Independent assessment of procurement function available to universities and colleges in United Kingdom.</i>
RBV	Resource-based view
SMT	Senior management team
SV	Strategic value
TEF	Teaching Excellence Framework <i>Scheme recognising teaching excellence.</i>
UK	United Kingdom
VCs	Vice Chancellors
VFM	Value for money

1 INTRODUCTION

1.1 Background to the Research

The UK higher education (HE) sector is renowned for its worldwide reputation for excellence in teaching, training, research and innovation (HEFCE, 2013). Comprising 164 institutions, the sector provides significant economic and societal impact reportedly generating an annual £73 billion output and creating in excess of 700,000 jobs (Universities UK, 2015).

Concurrently, the sector is facing immense political and fiscal pressures amidst intensifying competitive rivalry (Porter, 1985) amongst peer institutions. These have arisen following tuition fee increases that stimulated higher student expectations (HEFCE, 2013); removal of student number controls sought to enhance domestic economic performance (Hillman, 2014); and reducing government funding that initiated student loans (Osborne, 2015). Furthermore, imposition of teaching excellence metrics (Havergal, 2016) and the UK's decision to exit the European Union (Conlon, Ladher & Halterbeck, 2017) have caused uncertainty and reinforced the sector's focus on delivering economy, efficiency and effectiveness (HEFCE, 2016).

1.2 Research Question

Given the above climate, this paper postulates that the sector's quest is attainable by realising value of strategic relevance, referred to within this paper as strategic value (SV) and that it is incumbent on the role of procurement to deliver it. To determine whether procurement can achieve this, its role and the concept, relevance and influencing forces of SV are explored. The research question is therefore:

Can procurement deliver strategic value? An exploratory study within the UK higher education sector

Accordingly, the following objectives have been derived to address this study:

Table 1: Research Objectives

Objective One	To explore theoretical and empirical evidence regarding the role of procurement and its evolution within the UK HE sector.
Objective Two	To advance understanding of SV within the UK HE sector with particular reference to the forces driving it.
Objective Three	To explore stakeholder perceptions of drivers, practices, success factors and challenges impacting the role of procurement in delivering SV within the UK HE sector.
Objective Four	To formulate recommendations as to how the role of procurement within the UK HE sector can be enhanced to deliver SV.

1.3 Justification for the research

It is the breadth and complexity of today's contemporary HE environment to achieve more with less (Bishop, 2002) that has given cause to this study. Moreover, whilst numerous studies exist with regard to developing, reorganising or measuring the performance of procurement (Rozemeijer, 2000; Schneider & Wallenburg, 2013), only a few appears to have assessed the role of procurement within HE (Glock & Broens, 2011; Quayle & Quayle, 2000; Young, Nagpal & Adams, 2016), with fewer still also supported by qualitative empirical evidence (Ellram & Carr, 1994). This paper therefore seeks to address both gaps: firstly by exploring the role of procurement within UK HE and secondly, by reporting on the outcomes from a qualitative investigation.

Furthermore, the research and title have been deliberately chosen to refocus the protracted debate regarding the perceived lack of strategic prominence of procurement within organisations (Ammer, 1974). Fundamentally, this study explores whether procurement can deliver SV, as opposed to how its profile can be elevated to becoming strategic. Correspondingly, it is acknowledged that this research may supplement further discussions regarding the role of procurement, its significance on organisational strategy and the value it delivers.

1.4 Outline Methodology

To address the conceptual nature of the research problem an interpretivist inductive research methodology allied to pragmatism will be applied. Primary research will be based on a cross-sectional exploratory study from 23 semi-structured interviews. Questions will be devised to facilitate content thematic analysis to fulfil aforementioned objectives. A more thorough discussion of the approach will be provided in chapter three.

1.5 Outline of the Chapters

This paper will comprise the following six chapters:

Table 2: Chapter Outline

Chapter One	Introduces research focus, objectives and key definitions.
Chapter Two	Examines theoretical underpinnings from literature. Establishes conceptual model to answer research question.
Chapter Three	Explains methodological approach and methods engaged.
Chapter Four	Presents research findings, thematically.
Chapter Five	Synthesises findings, analysis and interpretation.
Chapter Six	Offers conclusions to research objectives. Makes recommendations. Conveys implications and limitations. Proposes further research opportunities.

1.6 Definitions

Definitions pertaining to this study are:

1.6.1 Procurement

Often referred to as purchasing, procurement identifies with both its role and process. As a role, The Chartered Institute of Procurement & Supply (CIPS), defines procurement as:

“the business management function that ensures identification, sourcing, access and management of the external resources that an organisation needs or may need to fulfil its strategic objectives” (Kidd, 2005, p. 5).

Alternately, procurement is:

“the process by which an organisation buys the products or services it needs from other organisations” (Cambridge University Press, 2011, p. 660).

Whilst perfunctorily both references are interchangeable, these definitions illustrate varying connotations associated with procurement.

1.6.2 Strategic Value

SV is defined as

“the degree to which a particular action or planned action is important or useful in relation to something that it wants to achieve” (Cambridge University Press, 2011, p. 819).

Explicitly for the purposes of this paper, the concept of SV and what it wants to achieve (section 1.2) accords to corporate strategy. Consequently, as strategies evolve to accommodate its wider dynamic environment, the intangibility and elusive characteristics of SV are highlighted. The essence of this research enigma thereby relies on appreciating such influences impacting the role of procurement within the UK HE sector.

1.7 Summary

This opening chapter has introduced the research problem, question and objectives; and presented definitions of procurement and SV. Additionally, justifications for the choice of research, underpinning methodology and parameters of the study have also been outlined. By drawing upon these components, chapter two will explore associated theoretical underpinnings from literature.

2 LITERATURE REVIEW

2.1 Introduction

To determine the basis for this study, this chapter examines literature pertaining to the research problem (Fisher, Buglear, Lowry, Mutch & Tansley, 2007). Comprising an inter-textual synthesis of journal articles and primary texts relating to the UK higher education (HE) sector, research issues and objectives regarding the role of procurement and concept of strategic value (SV) are hereby identified. Parent disciplines for this study relate to operational management, where procurement originates and strategy, to explore the concept of SV. Themes identified inform the rationale for the research objectives whilst discussions conferred provide the foundation for, and structure to, the empirical questions.

2.2 The Evolutionary Role of Procurement

Traditionally, the role of procurement was regarded as operationally tactical (Ansoff, 1965) and strategically insignificant (Fearon, 1989; Ramsay, 2001). Renowned as a reactive, administrative service provider (Cammish & Keough, 1991), procurement was viewed as finance's controlling gatekeeper (Grimm, 1999). Principally founded to reduce costs (Peteraf, 1993) or to increase profits (Swinder & Seshadri, 2001) it was then predominantly respected in two sectors (Ellram & Carr, 1994; Reck & Long, 1988). Firstly, in manufacturing when reduced costs bolstered revenue (Das & Narasimhan, 2000); and secondly in private industry, when tangible investment profits yielded shareholder returns (Glock & Broens, 2011). However, where procurement did not appear to fit precisely into either category, its role was not considered germane to delivering value (Carr & Smeltzer, 1997; Ferguson, Hartley, Turner & Pierce, 1996).

Although debates ensued that sought to justify the role of procurement in adding value (Ammer 1974; Farmer, 1978); it was not until the last three decades that its significance towards fulfilling strategic goals started to emerge (Cousins, Lawson & Squire, 2006; Spekman, 1981). Whilst procurement may

be directly attributed to impacting non-pay related expenditure (National Audit Office, 1999), above-mentioned conflicting perspectives may still be prevalent today; particularly where its role is not considered positioned within conventional value-adding industries (Zheng, Knight, Harland, Humby & James, 2007). Consequently, to explore whether the role of procurement can deliver SV within what may be regarded as less conventional environments, this study is intentionally set within the UK HE sector.

2.3 The UK Higher Education Sector

Distinct from its sector counterparts, the UK HE sector exists to provide education, research excellence (Young et al., 2016) and social economic engagement. The latter also termed as the sector's third mission refers to institutional activities associated with harnessing social and community orientated development within universities (Nelles & Vorley, 2010). Accordingly, the sector manages a far-reaching multifaceted set of stakeholder obligations from students, senior management, staff, funding regulators, policy makers and the wider community (Arlbjørn & Freytag, 2012). Furthermore, to stimulate regional economic regeneration, ensure sustainability and foster competition (Fotea & Gutu, 2016), the sector strives to balance its corporate social responsibilities with attaining value (Walker & Brammer, 2009).

2.3.1 Contemporary Pressures

Since the turn of the decade the sector has started to experience intensifying rivalry for market share as increasing numbers of predominately autonomous institutions are accredited with degree awarding powers, brought about by government endeavours to promote student choice (Browne, 2010). In its concerted efforts to improve quality of academic teaching, pressure is exerted on institutions to maintain performance and ranking positions (Glock & Broens, 2011). Imperceptibly, the sector is being coerced to adapt to a fast changing, hypercompetitive environment (Makkar, Gabriel & Tripathi, 2008).

As global pressures have brought significant economic uncertainty, austerity within the sector has increased. Inevitably, as central government policies have

compounded reductions in public expenditure, heavily underlined by a pervasive drive to enhance effective utilisation of resources (Gershon, 1999), the sector's reliance on public funding has diminished (Adams, 2014). Resulting in the sector's pursuit of efficiency, modernisation and competitiveness, greater scrutiny has brought about further statutory and legal constraints (HEPA, 2015). With increasing transparency, accountability and emphasis on delivering and demonstrating efficiency and effectiveness (HEFCE, 2006) attention is now drawn to the role procurement can assume in delivering value for money (National Audit Office, 2013).

Against such a contemporary backdrop of discontinuous change (Handy, 1993), a further fundamental question surfaces:

- What is today's role of procurement within the UK HE sector?

2.4 Role of Procurement within the UK HE Sector

According to published data in 2014/15, the UK HE sector's £9.6 billion non-pay expenditure, equated to 36.9% of its overall spend (www.hesa.ac.uk). As the industry succumbs to competitive pressures (Spekman, Kamauff & Salmond, 1994) and value for money principles have become more ubiquitous (National Audit Office, 2013), engendering value from procurement activities towards fulfilling institutional, academic, financial and social goals has become progressively acute (HEFCE, 2013). With procurement becoming more recognised as positively impacting on corporate performance (Pop-Sitar, 2012; van Weele & Rozemeijer, 1996), its presence has started to emerge as being capable of facilitating competitive advantage (Philippart, 2016). In endeavouring to substantiate these perceptions, additional questions are elicited:

- Is the value provided by procurement of strategic relevance?
Fundamentally:
 - What is SV?
 - Can procurement deliver it?

2.5 Enigma of delivering SV within the UK HE Sector

To examine the perplexity of SV within UK HE, the concepts of strategy and value are individually considered before being synthesised into one paradigm for further exploration:

2.5.1 Concept of Strategy

Ascribed as a plan, ploy, pattern, position or perspective (Mintzberg, 1987), strategy may be professed as a deliberate action (Mintzberg, 1994) intent on pursuing dynamic organisational priorities that change over time (Cousins, 2005) and encapsulated as:

“the direction and scope of an organisation over the long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling stakeholder expectations” (Johnson, Scholes & Whittington, 2006, p. 9).

This definition suggests that:

- strategy accords with the overall purpose of an organisation, (Spekman et al., 1994);
- achieving advantage relates to the delivered value, referred to as competitive advantage within this paper (Porter, 1985);
- configuration of resources and competences accentuates the resource-based view of strategy and associated dependencies (Philippart, 2016);
- the aim of fulfilling stakeholder expectations suggests ensuring strategic fit with the wider organisation via balancing a plethora of competing objectives (Rozemeijer, van Weele & Weggeman, 2003).

To establish how these suppositions apply within the context of UK HE, findings from the empirical research will ascertain whether these are expressed as influencing the ability of procurement to deliver SV.

2.5.2 Concept of Value

Procurement contribution to competitive advantage was first introduced in the value chain (Porter, 1985), to illustrate the interconnectedness between support and primary activities (Mintzberg, Ahlstrand & Lampel, 1998). Conceptualised as a critical and interdependent participant of a “complex web of inter-firm relationships” (Spekman et al., 1994, pp. 77), procurement was depicted as a prerequisite to achieving organisational efficiencies (Johnson et al., 2006). Furthermore, to epitomise competitive forces influencing the UK HE sector (McPhee & Wheeler, 2006), adaptations of Porter’s value chain (Makkar et al., 2008; Pathak & Pathak, 2010); were presented to acknowledge that today’s HE institutions have become hybrid organisations derived from an amalgam of private, public and non-profit influences (Marshall, 2007). Emphasising the role of procurement in value creation (Pathak & Pathak, 2010) such modifications appreciated that synergies could be created via collaboration and knowledge share through extending procurement networks (McWilliams & Siegel, 2011; Quayle & Quayle, 2000; Rozemeijer, 2008). Empowering procurement into becoming a business partner to its stakeholders, such interconnections were regarded to accelerate opportunities for institutions to benefit from improved economies of scale (de Hemmer Gudme, 2017) by converging efforts and scarce resources towards achieving cost efficiencies and adding value (Pathak & Pathak, 2010).

2.5.3 Paradigm of SV

SV can therefore be regarded as a sense of direction that provides foundation for long-term success to both institutions and its wider society (Grant, 2010). Nevertheless, the dynamic nature of the sector’s internal and external environment (Carr & Smeltzer, 1999), which gives rise to institutions’ individual pursuit of competitive advantage implies that the concept of SV will perpetually be subjective and remain in constant flux. Essentially, this suggests that what constitutes competitive advantage and how it is to be achieved is determined by stakeholders’ perceptions of value and the outcomes already accomplished; which subsequently determines future actions that are to be pursued. The paradox of this enigma however is that what constitutes SV influences its

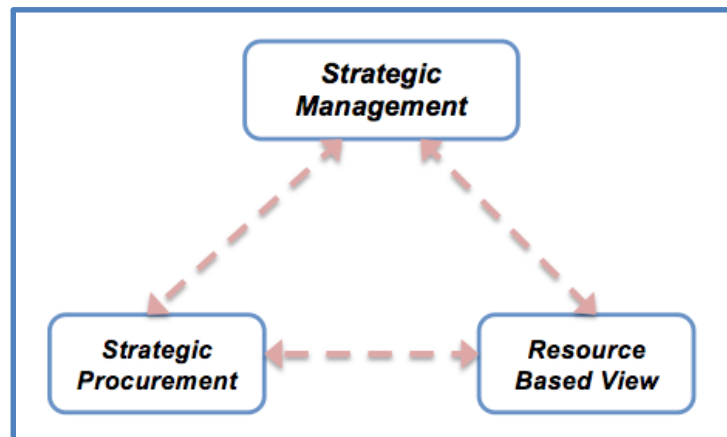
perception, which in turn progressively alters the pursuit and course of an institution's strategic direction (NIGP, 2015).

Simultaneously, the complexity in distinguishing between pursuits that provide transactional value to fulfil operational goals, against those that realise value capture to achieve sustainable long-term competitive advantage are also highlighted (Bowman & Ambrosini, 2000; Philippart, 2016). This suggests that until the enigma of how institutions can effectively maximise procurement capabilities towards fulfilling strategic objectives is acknowledged and exploited (Carr & Pearson, 2002; Rajagopal & Bernard, 1994), the role of procurement in delivering SV will remain sporadic, elusive and inconclusive (Glock & Broens, 2011). Whilst corporate and business practices seek to align with institutional mission and goals (Narasimhan & Carter, 1998; Spekman, 1985), for procurement to tangibly demonstrate delivery of SV, its ability to positively impact institutions must somehow be accredited (Ferguson et al., 1996).

2.6 Theoretical Underpinnings influencing the Role of Procurement in delivering SV

Extant literature identifying influences on how procurement can deliver SV can therefore be represented by interrelationships between strategic management (section 2.6.1) strategic procurement (section 2.6.2) and the resource-based view of procurement (section 2.6.3) adopted by institutions (figure 1). Linkages are explicated below.

Figure 1 – Interrelationships of Strategic Management, Strategic Procurement & Resource Based View of Procurement



2.6.1 Strategic Management

Firstly, the concept of SV may be understood as the synergies between value creation and strategic management, which in recent years have assumed greater prominence particularly within non-profit sectors such as HE (Bryson, 2011). Strategic management may be regarded as a system of organisational values, responsibilities or planning capabilities that combine strategic thinking with cross-functional operational decision-making (Gluck, Kaufman & Walleck, 1980). Emphasising the interrelationship between corporate and organisational goals (Carr & Smeltzer, 1999), the notion that strategic management relies on having a preliminary understanding of corporate strategies and its future plans before it is able to transform strategy into action is reinforced (Johnson et al., 2006).

Accordingly, for procurement to influence an organisation's overall competitive position, it should facilitate interpretation of the organisation's core competencies and capabilities by articulating the corporate vision and mission (Carr & Smeltzer, 1999). Consequently, procurement should question fundamental business processes to gain cognisance of direction and exercise its information brokering responsibilities to foster dynamic interrelationships. Fundamentally, the role of procurement may be regarded as profoundly shaped by ideology underlying corporate strategy and mission (Grant, 2010).

2.6.2 Strategic Procurement

Secondly, strategic procurement (Cox, 1996), also known by the terms strategic sourcing and strategic purchasing (Carr & Smeltzer, 1999; Chen, Paulraj & Lado, 2004), reaffirms that to achieve competitive advantage (Ellram & Liu, 2002), procurement activities must be integrated into corporate plans (Cavinato, 1999; Freeman & Cavinato, 1990). The concept of strategic procurement has been comprehensively encapsulated as:

“the process of planning, implementing, evaluating, and controlling strategic and operating purchasing decisions for directing all activities of the purchasing function toward opportunities consistent with the firm’s capabilities to achieve its long-term goals” (Carr & Smeltzer, 1997, p. 201).

With reference to the interdependent nature of procurement in the value chain (Porter, 1985), its role in delivering SV can encompass empowering corporate performance through stakeholder engagement to ensure alignment with expectations; fostering supplier relationships to develop complementary supply chains; and facilitating contract negotiation to integrate value-adding activities into systemic processes (Fung, 1999; Narasimhan & Das, 2001; Spekman et al., 1994; Swinder & Seshadri, 2001). Benefits via strategic procurement include streamlining processes, minimising supply chain risks (HEFCE, 2016) and managing demand (van Weele, 1984).

By switching the focus from cost savings towards value creation (Telgen & Pop-Sitar, 2001), strategic procurement can enhance service quality and reduce overall costs (Carr & Pearson, 2002; Paulraj, Chen & Flynn, 2006; Spekman, 1985). Specifically within UK HE, by indirectly enhancing student satisfaction, institutional performance metrics can be improved (Smith, 2015) thereby bolstering organisational stability and stimulating regional growth (Ahmed, Ahmed, Shimul & Zuñiga, 2015).

2.6.3 Resource-based view of Procurement

Thirdly, the extent to which competitive advantage can be sustained is supported by the resource-based view (RBV) of procurement (Peteraf & Bergen, 2003). RBV assesses resources and capabilities (Grant, 2010) associated with staff experience, skills, knowledge and technological capabilities. Value derived via procurement is dependent upon the appropriateness of its structure as it is on its role achieving strategic fit with the wider institution (Rozemeijer et al., 2003). The ability of procurement to tangibly bestow competitive advantage is therefore contingent on how the role is resourced. Concurrently, this depends on whether the role has yet to develop or has already reached a superior level of procurement maturity (Reck & Long, 1988; www.supc.ac.uk); if it has to manage with minimum threshold capabilities (Lynch & Baines, 2004) or is sufficiently resourced with expert and professional competencies (Izquierdo, Samaniego & Cabezudo, 2015).

Furthermore, senior management commitment towards aligning procurement strategies with institutional goals (Spekman et al., 1994) and stakeholder wide appreciation of the value that procurement can add are considered essential (Tassabehji & Moorhouse, 2008). Correspondingly, the ability of procurement to deliver SV affects stakeholder perceptions' of its role and status that respectively influences the perception of procurement resources necessary to deliver SV (Carr & Smeltzer, 1997).

2.7 Research Objectives

Accordingly, to explore whether procurement can deliver SV within the UK HE sector the following four research objectives have been derived. These provide the basis for the primary research that will be examined in subsequent chapters:

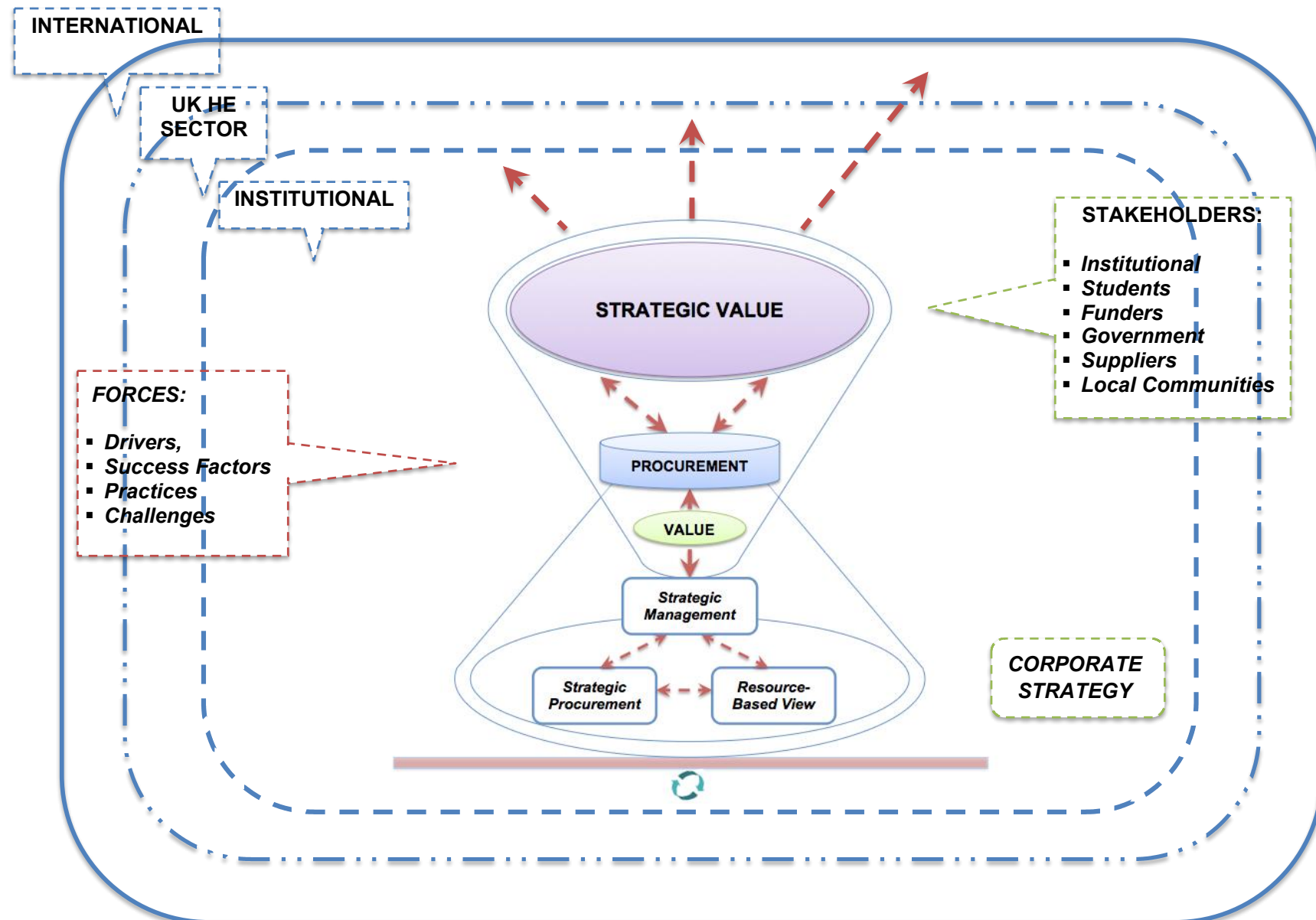
1. To explore theoretical and empirical evidence regarding the role of procurement and its evolution within the UK HE sector;
2. To advance understanding of SV within the UK HE sector with particular reference to the forces driving it;

3. To explore stakeholder perceptions of drivers, practices, challenges and success factors impacting the role of procurement in delivering SV within the UK HE sector;
4. To formulate recommendations as to how the role of procurement within the UK HE sector can be enhanced to deliver strategic value.

2.8 Conceptual Model

The conceptual model (figure 2) illustrates relationships between themes and theories drawn from review of literature set against the macro (international and UK) and micro (institutional) environments. The role of procurement is depicted as being tentatively balanced within a translucent hourglass to exemplify iterative changes that occur over time within the institution's internal environment, as dictated by corporate strategy. The lower segment of the hourglass embodies the interrelationships between strategic management, strategic procurement and the RBV of procurement as discussed in section 2.6. The upper segment of the hourglass encapsulates the essence of the research and the role of procurement towards delivering SV. Directionality of forces underlines the impact that can offset synergies within the lower portion of the hourglass that in turn affects value generation. Directionality of stakeholders represents conflicting perceptions of SV. Arrows and dashes depict the directionality and permeability of influences emanating to and from illustrated concepts. The model postulates that key influences and attainment of SV are derived from balancing a multi-faceted set of stakeholder priorities driven by external and internal forces. By building upon the aforementioned concepts of strategy and value, the model depicts the attributes that frame the research and analysis to determine whether procurement can indeed deliver SV.

Figure 2 – Conceptual Model



2.9 Summary

This chapter has illustrated the contemporary pressures within UK HE and outlined the complexities of how the role of procurement has been perceived. Correspondingly, it has refocused the debate by associating the role of procurement with delivering SV, an enigma that appears to have been relatively under-explored within the sector. Finally, this chapter has conceptualised the dilemma posed and given cause to this research.

3 METHODOLOGY

3.1 Introduction

This chapter begins with a discussion of the research philosophy and principles before justifying the methodology selected to address the research problem. Limitations of the methodological paradigm, reasons for rejecting particular methods and ethical considerations are herein examined.

3.2 Methodological Considerations

Research methodology considers the conceptual framework of ideas, philosophies and approaches associated with how the world is perceived and made sense of (Stokes & Wall, 2014). Methodological assumptions that shape understanding require appreciating ontological and epistemological perspectives (Saunders, Lewis & Thornhill, 2012). Explicated below, such awareness provides insight into how the chosen research method may influence the interpretation of findings within this study (Hart, 2005).

3.2.1 Ontology

Firstly, ontology defined as the “philosophical assumptions about the nature of reality” (Easterby-Smith et al., 2015, p. 47), questions views of how the world operates. Ontological positions range from objectivism (also referred to as realism) and subjectivism (interchangeably termed as relativism) (Saunders et al., 2012). Objectivism is representative of the position where social phenomena and their meanings provide external facts and universal truths that exist independently beyond the influence of social actors. Contrastingly, subjectivism asserts that social phenomena and their meanings originate from perceptions and consequences of social interactions that are constantly in a state of revision (Bryman & Bell, 2015; Easterby-Smith et al., 2015).

3.2.2 Epistemology

Secondly, epistemology studies how and why knowledge is made (Stokes & Wall, 2014). Two opposing epistemological positions preside, specifically positivism and interpretivism. Positivism accords with realism ontology, which assumes a value free philosophical stance where knowledge is derived through objective logical observation and measurement to understand cause and effect. Accordingly, research seeks to establish reliability and facilitate replication through developing and validating hypotheses; and via using structured quantitative techniques and application of statistical analysis, seeks to generalise via theory deduction.

Conversely, interpretivism also recognised as social constructionism and accords with relativism ontology advocates the significance of social actors in deriving meaning from social reality (Saunders et al., 2012). Research is approached from the stance that views of reality are value laden, influenced by social interactions (Bryman & Bell, 2015). Accordingly, research methods are driven by gathering rich and textured evidence to give context to ways of thinking, typified by qualitative unscientific unstructured inductive techniques to build theory and develop understanding (Easterby-Smith et al., 2015).

3.2.3 Pragmatism

Whilst aforementioned ontologies and epistemologies illustrate how research philosophies are framed, variances along the spectrums are acknowledged. Amongst these is pragmatism (Easterby-Smith et al., 2015). Claimed to be a central compromise between internal realism and relativism, pragmatism emphasises the “socially constructed nature of sense and logic and the role of dialogue in reconciling different views” (Cameron & Price, 2009, p. 57). By regarding concepts of equal importance to the social aspect of the sense-making process, pragmatism does not accept the view of one universal reality. Rather it considers “the usefulness of a concept, rather than its rightness and the consequences of both concepts and inquiry” (Cameron & Price, 2009, p. 57). Reality therefore accords to experiences, feelings and perceptions, that influences respective frames of reference; and as expressed by Collins “what

counts for the truth can vary from place to place and from time to time” (as cited in Easterby-Smith et al., 2015, p. 49).

3.2.4 Justification for the Selected Paradigm and Methodology

Reasons why particular methodologies and methods are adopted can also be attributed to judgments about value, referred to as axiology. According to Heron (1996) in Saunders et al. (2012), values provide a basis for making judgments about choice of research and how it is undertaken. The conceptual nature of the research problem and the exploratory context of the chosen methodology can therefore be ascribed as particularly influenced by the ontological position of subjectivism, epistemological stance of interpretivism and philosophical perspective of pragmatism. Fundamentally, the undertaking of a small cross-sectional study to allow interpretation and integration of various viewpoints from across the UK HE sector can thus be allied to pragmatism (Saunders et al., 2012).

The original preference was to adopt a multi-methods research design to combine interviews alongside questionnaires (Easterby-Smith et al., 2015). However, the relatively short time frame in which to complete this study has meant that a qualitative research design was chosen. Set to follow an inductive orientation (Onwuegbuzie & Johnson, 2006), the design seeks to uncover complex subjectivities (Stokes & Wall, 2014) and facilitate explanatory richness (Easterby-Smith et al., 2015) by encouraging respondents to reflect on experiences, impressions and feelings (Saunders et al., 2012).

3.2.5 Limitations of the Methodology

It is acknowledged that choice of methodology may influence the context and validity of findings (Bryman & Bell, 2015). Using an unscientific non-probabilistic strategy to select participants (section 3.3) can give rise to respondent bias inclined towards individualistic roles and responsibilities (Easterby-Smith et al., 2015). Consequently, whilst deep insightful perspectives may be gathered, it would not be proper to generalise from findings beyond the scope of this study.

3.2.6 Rejected Methodologies and Methods

As this study seeks to identify, explore and distil extant knowledge, action research was originally considered (Stokes & Wall, 2014). Congruent to the aforementioned philosophical stance of pragmatism, it was perceived that recommendations from action research findings could effect fundamental change on organisational affairs (Saunders et al., 2012). Nevertheless, as this study is not based on one particular organisation where action research may be more suited, the approach was rejected (Stokes & Wall, 2014). Furthermore, with the research problem seemingly underexplored, using grounded theory was considered. Originally, it was regarded that grounded theory could facilitate iterative comparisons of emerging data and systematic coding processes to potentially develop new theory. However, as the timeframe was relatively limited, the ability to effectively apply such an approach was deemed unfeasible and subsequently also eliminated (Stokes & Wall, 2014).

Additionally, quantitative research designs conforming to deductivism associated with positivistic methodologies were also considered. Nevertheless, these were disregarded as insufficient to facilitate depth to explore intricacies that potentially limited understanding of influences on phenomena that qualitative approaches should engender (Cameron & Price, 2009). Finally, despite social actors being intrinsic to this research, ethnographical approaches to study human interactions within their natural environments were regarded incongruent to the outcomes sought from this study and thereby also eliminated (Stokes, 2011).

3.3 Research Design

Consequently, a research approach espousing inductivism and interpretivistic techniques was chosen. Theoretical underpinnings drawn from the literature review (chapter two) identified key concepts and themes associated with the research problem. These were incorporated into the empirical research questions to yield perspectives (Easterby-Smith et al., 2015). To ensure reliability, a semi-structured questionnaire was devised that was capable of replication. Furthermore, to provide a degree of consistency within a flexible

framework, a sequence of open and branching questions that enabled questions to be reordered or probed into as new leads unveiled was incorporated (Brace, 2008; Ghauri & Grønhaug, 2002).

To facilitate content thematic analysis, the design construct sought to elicit sub-themes and triangulation aligned to the research objectives (Onwuegbuzie & Johnson, 2006; Saunders et al., 2012). Academic definitions provided in the two introductory questions contextualised the interviews (appendix 5). Details of how research objectives have been mapped to assumptions are presented in table 3.

Table 3: Questionnaire Construction

Research Objectives & Themes	Concepts & Themes derived from Literature Review	Focus of Empirical Findings
Objective One	Role of procurement within UK HE exists to deliver SV for institutions. Varied perspectives regarding the role of procurement exist.	Explores respondents' perspectives regarding procurement.
Objective Two	Varied perspectives regarding the concept of SV exist.	Explores respondents' perspectives regarding SV and contribution of procurement in delivering SV.
Objective Three	Varied perspectives regarding influences on ability of procurement to deliver SV exist.	Explores respondents' perspectives regarding drivers, practices, success factors and challenges affecting the role of procurement in delivering SV. Final question provides opportunity to reaffirm factors of significance or to elicit data not previously captured.

3.4 Research Methods & Procedures

The sampling strategy, administration, data collection procedures and analysis are provided below. To fulfil the research purpose of a cross-sectional study, multiple sampling techniques were deployed to establish three clusters of respondents.

3.4.1 Sampling Strategy

Firstly, a non-probability sampling procedure was adopted to identify suitable candidates (Ghauri & Grønhaug, 2002; Hart, 2005). Purposive and convenience sampling techniques were used to establish potential candidates from the researcher's professional networks (Oliver, 2014). This sought to achieve external validity that could allow generalisability of findings from the sample frame (Hart, 2005). Participants were identified on the basis of their roles and levels of responsibility and most likely to give consent to be interviewed. Consequently, a probability sampling procedure that would have necessitated a statistical or formulaic approach to determine participants was regarded unfeasible and therefore rejected (Briggs & Coleman, 2007). Due to the number and roles of participants sought, an early engagement programme was undertaken. Details of the participant engagement schedule, interest initiation methods and confirmations are provided in appendices 1.1 to 1.3. A sample population of 31 potential participants was subsequently derived.

Secondly, a cluster sampling method was applied in order to facilitate triangulation of inferences from participants fulfilling the eligibility criteria for respective clusters (Brewerton & Millward, 2001; Easterby-Smith et al., 2015). This entailed delineating the 31 identified candidates into two broad categories:

- those with direct influence on, or responsibilities for, procurement within the UK HE sector or individual institutions (clusters one and two);
- senior and directorate representatives selected from one north west (NW) institution whose responsibilities impact the role of procurement (cluster three).

More explicitly for clusters one and two as three participants held dual roles, cluster delineations were prioritised according to roles in the wider UK HE sector (cluster one), over roles that were strictly within one institution (cluster two). Furthermore, to optimise representation from a broad spectrum of institutions, only one respondent per organisation was identified and to alleviate possible respondent bias, participants from similarly ranked or classified institutions were purposely excluded. The selection criteria for participants were based on endeavouring to gather perspectives from:

- a fairly balanced representation of institutions from all four quartiles of the Complete University Guide 2017's league table (<https://www.thecompleteuniversityguide.co.uk>).
- a mix of non-research and research intensive universities.

Of the 13 participants shortlisted for clusters one and two, three were affiliated to Russell Group Universities (<http://www.russellgroup.ac.uk>).

Thirdly, quota sampling was also applied (Stokes, 2011). This sought to achieve equivalence whereby the number of participants identified for cluster one (HE Sector) was used as an approximate quota for cluster two (Peer HEIs). Thereafter, the total number of participants identified for these two clusters served as the quota for engaging participants for cluster three (Institutional). Ultimately, of the 31 potential participants invited, 23 candidates from 14 organisations gave consent to be interviewed. Summary of the final sample frame is illustrated in table 4.

3.4.2 Administration

As participants were from various UK regions, face-to-face and telephone interviews were offered for logistical reasons. Of the 23 interviews, eight were administered via telephone with the remaining 15 in person. Of the 15, 12 were held at the selected NW institution, two at peer HEI institutions and one at a mutually agreed off campus location (table 5).

Table 4: Sample Frame

Sample Frame & Cluster Delineations			Number & Designations of Respondents	
Cluster One: HE Sector	Cluster	Representatives from organisations that have direct influence on UK HE sector procurement policies and initiatives.	6	<i>6 HE Sector Representatives</i>
	Purposive & Convenience	Respondents who are recognised by sector peers as significantly contributing to selected organisation.		
Cluster Two: Peer HEIs	Cluster	Procurement leads from institutions across the four quartiles of the Complete University Guide 2017's league table (https://www.thecompleteuniversityguide.co.uk).	7	<i>2 Directors of Procurement; 5 Heads of Procurement</i>
	Purposive & Convenience	Respondents with responsibility for their institution's procurement function.		
Cluster Three: Institutional	Cluster	Senior and directorate representatives selected from one north- west (NW) institution whose responsibilities impact the role of procurement.	10	<i>4 Senior Managers; 6 Directors (8 + 2 Pilots).</i>
	Purposive & Convenience	Respondents with either a) responsibilities for the institution's corporate, and/or value for money strategy and/or b) have line management responsibilities for a key procurement stakeholder function.		
Pilot 1: Focus Group	Cluster	Representatives selected from one north-west (NW) institution.	12	<i>12 Operational Representatives</i>
	Purposive & Convenience	Respondents with responsibilities for the institution's operational procurement. Selected for purpose of piloting appropriateness of semi-structured question set.		

3.4.3 Pilot Studies

To ensure consistency and therefore inter-test reliability (Hart, 2005), three pilot studies were undertaken within the selected NW institution prior to conducting formal interviews. These involved one focus group comprising 12 operational representatives and two face-to-face interviews with directors. Details of pilot studies and summary of lessons learnt are provided in tables 6 and 7. These resulted in the approach and question set (appendix 5) being refined. As the question set used in pilots two and three were not significantly altered, interview findings will be incorporated into overall analysis and conclusions.

3.4.4 Data Collection & Analysis

To ensure data capable of triangulation (Brace, 2008) and internal validity to facilitate generalisations within clusters (Hart, 2015), each interview was audio recorded before being transcribed verbatim into Microsoft Office's (MS) Word documents. Subsequently, content thematic analysis (Savin-Baden & Major, 2010) by clusters of respondents adhered to the following procedure:

1. Each transcript (word document) was individually reviewed and coded. Emergent themes, correlations, contradictions and relevant quotations were identified;
2. Subsequently, MS Excel spreadsheets (by cluster) were created containing interview questions;
3. Excerpts from coded responses (taken from the MS Word transcripts) were copied and pasted into each respective MS Excel spreadsheet to correspond to each interview question;
4. Thereafter, each MS Excel spreadsheet (by cluster) was reviewed and thematically colour coded according to identified themes by frequency of occurrence;
5. A further MS Excel spreadsheet was created into which frequencies per theme, per question, per cluster were populated;
6. Results from the coded themes were graphically represented as illustrated in chapter four.

3.5 Ethical considerations

To safeguard respondents' interest, preserve confidentiality and ensure equality, the following ethical issues were considered:

3.5.1 Safeguarding Organisational & Respondents' Interests

Choice of research topic, data collection methods and analysis adhered to research ethics (Saunders et al., 2012) and principles detailed within the University's Faculty of Business and Management research ethics policy and procedures. This entailed submitting an ethical principles agreement, ethics checklist and approval form with the research proposal (University of Chester, 2016). Accordingly, prior informed consent was obtained from all participants engaged in this study. Although the questionnaire was not intended to yield personal or sensitive data, it was acknowledged that respondents could have divulged confidential information when sharing experiences.

3.5.2 Explicit and Informed Consent

Personal requests to engender interest were made via face-to-face, telephone or electronic communications. This sought to avoid the effects of snowballing to prevent candidates from possibly feeling coerced into giving consent to participate (Cameron & Price, 2009). Whilst 20 of the 23 respondents had agreed to participate in the study even before the research proposal was actually approved, all were advised that their expressed informed consent was required. Accordingly, explicit consent was sought via several communications (Fisher et al., 2007). These included early engagement emails, participation and pre-interview information documents during relevant stages of the process (appendices 2 to 4).

Throughout the period, participants were given opportunities to raise questions or concerns and were made aware of their entitlement to withdraw from participation at any time. Consent for recording the interview was sought on the day of the interview following preliminaries that explained the interview structure and how the information would be analysed, presented and maintained.

Interviews were held with candidates after consent forms were authorised and returned.

3.5.3 Preserving Respondent Confidentiality & Anonymity

Appointments were electronically scheduled via Microsoft Office's Outlook Calendar and digitally secured to prevent access by the researcher's staff. Dates and choice of venues for face-to-face interviews were at respondents' discretion whilst telephone interviews were conducted in a private office of the selected NW institution. To preserve confidentiality, respondent designations have been generalised and names and ranking positions of all representing institutions anonymised or undisclosed. To ensure congruence, this principle was adhered to despite several respondents indicating their preparedness to be recognised for their participation. Audio recordings, textual evidence and records of this study are classified by unique identifiers.

3.6 Summary

This chapter has explained the philosophical approach adopted and provided justification for the methodological choice and methods deployed to address the research problem. Following an examination of the research design and questionnaire construction, the focus for this study has been presented. A comprehensive account of the sampling strategy, lessons learnt from pilot studies and ethical considerations have also been thoroughly appraised. This chapter precedes the findings presented in the next to reveal whether new empirical insights have been discovered that can inform future academic research (Bryman & Bell, 2015).

Table 5: Pilot & Interview Schedule

Anonymised Respondent Identifier	Interview Dates & Times	Venue Code (below)	Duration: (hh:mm:ss)
Cluster 1 - HE Sector (6 Respondents)			
RES1-HE1	07/04/17 10.00am	T-NW	01:34:11
RES2-HE2	21/04/17 13.45pm	T-NW	00:31:46
RES3-HE3	08/05/17 13.30pm	F-NWMR	00:54:58
RES4-HE4	16/05/17 15.00pm	F-NWMR	01:00:25
RES5-HE5	12/04/17 11.00am	T-NW	00:57:53
RES6-HE6	11/05/17 11.00am	T-NW	00:46:07
Cluster 2 - Peer HEIs (7 Respondents)			
RES7-HEIs1	26/05/17 11.00am	F-RIRO	01:14:48
RES8-HEIs2	19/05/17 10.00am	T-NW	01:04:58
RES9-HEIs3	14/06/17 15.00pm	F-OC	01:05:38
RES10-HEIs4	17/05/17 11.00am	F-RIRO	00:50:33
RES11-HEIs5	05/05/17 15.00pm	T-NW	01:09:26
RES12-HEIs6	04/05/17 14.00pm	T-NW	00:58:50
RES13-HEIs7	20/04/17 08.30am	T-NW	00:44:15
Cluster 3 - Institutional (10 Respondents)			
RES14-INST1	15/05/17 10.00am	F-NWMR	00:38:40
RES15-INST2	31/05/17 10.00am	F-NWRO	00:37:32
RES16-INST3 (Pilot 2)	31/03/17 14.00pm	F-NWRO	00:39:35
RES17-INST4 (Pilot 3)	05/04/17 10.00am	F-NWRO	00:52:37
RES18-INST5	13/06/17 14.00pm	F-NWRO	00:42:44
RES19-INST6	12/05/17 10.00am	F-NWMR	00:46:39
RES20-INST7	03/05/17 14.00pm	F-NWRO	00:39:03
RES21-INST8	18/04/17 10.10am	F-NWRO	00:44:08
RES22-INST9	11/05/17 15.00pm	F-NWMR	01:01:03
RES23-INST10	18/05/17 15.00pm	F-NWRO	00:53:56
Focus Group (Pilot 1)*	27/03/17 11.45am	FOCUS*	00:45:00

Venue Codes

T-NW	North West Institution - Private Office (Telephone) (8)
F-NWRO	North West Institution - Respondent's Office (Face to Face) (7)
F-NWMR	North West Institution - Meeting Room (Face to Face) (5)
F-RIRO	Respondent's Institution - Respondent's Office (Face to Face) (2)
F-OC	Off-Campus Location - (Face to Face) (1)
FOCUS*	Focus Group (Pilot 1) - Excluded from Findings

Table 6: Pilot Studies – Focus Group (Pilot 1)

Purpose - Checks	Pilot One: Focus Group with 12 Operational Representatives 27/03/17 - Start: 11.45am. Duration: 45:00 minutes (Not audio recorded)	
	Outcomes & Lessons Learnt	Actions Taken
If questions may be misinterpreted / construed as leading. Semantics and tone.	Clarity sought on some questions. Variability of responses highlighted ambiguity/risk of misinterpretation.	Some questions were reviewed, removed, revised, rephrased and re-ordered.
Question structure	Similar questions identified.	
Whether time allocation of 45 minutes was appropriate	Revealed question set was over ambitious for intended time allocation. This highlighted that interview risked only achieving a very shallow perspective and at worse, may not be completed.	
Handling of conceptual research problem/definitions	Provoked disparate, interesting debate. Emphasised terms may elicit varied perspectives. Reinforced extent and dilemma of research problem.	

Table 7: Pilot Studies – Interviews (Pilots 2 & 3)

Purpose - Checks	Pilot Two: Interview - RES16-INST3 (Audio recorded)		Pilot Three: Interview - RES17-INST4 (Audio recorded)	
	31/03/17 - Start: 14.00pm. Duration: 39:35 minutes		05/04/17 - Start: 10.00am. Duration: 52:37 minutes	
	Outcomes & Lessons Learnt	Actions Taken / Noted	Outcomes & Lessons Learnt	Actions Taken / Noted
If questions may risk being misinterpreted / leading. Semantics and tone.	Questions on drivers and success factors may elicit similar responses. Respondent suggested could depend on interpretation and experience.	Clarification points added to question set to minimise possible misinterpretation and to offer context should clarity be sought during final interviews.	Conscious of being drawn into projecting own perspectives.	Redirected conversation. Expressed willingness to answer questions after concluding live interview.
Question structure	Logical structure noted.	No adjustments made.	As Pilot Two	
Whether time allocation of 45 minutes was appropriate	Interview duration included 10 minutes of preliminaries, interruptions / digressions. Suggests time allocation should be reasonable.	As time allocation met, no adjustments made. Must manage or deflect digressions/questions from respondents.	Interview duration included approximately five minutes for preliminaries.	Suggests that allowing for preliminaries, intended time allocation was reasonable. As time allocation met, no adjustments made.
Handling of conceptual research problem/definitions	Comments could be triangulated with secondary research from literature review.	No adjustments made.	Clarifications sought regarding definitions of procurement/strategic value.	Reinforced research problem. As questions sought to contextualise, no adjustments made.
Note taking process	Diminished rapport built with respondent.	Endeavour to ensure good understanding during preliminaries to establish rapport.	As Pilot Two	
Audio recording/transcribing process	Transcribed from digital recorder without reduced speed playback capability. To discern nuances necessitated constant stop-start. Very time-consuming.	Researched technology /software to eliminate/facilitate transcribing. Explored professional transcription costs. Found prohibitive. Bought Olympus WS-853 recorder with reduced speed playback/rechargeable batteries. Retain loaned recorder as secondary device.	Used two digital recorders at same time as pen scribing. Even with reduced speed playback capability, transcribing was still time consuming.	Using two recorders may compromise rapport. Decision only to use reduced speed playback recorder. Decision not to capture utterances nor undertake discourse analysis.

4 FINDINGS

4.1 Introduction

This chapter presents the findings derived from the series of 23 semi-structured interviews. As numbers of respondents varied per cluster, percentages have been used to establish equivalence. Figures denoted in brackets represent total of responses by attribute.

4.2 Application of Methodology

Findings and textual quotations conform to the following format:

All respondents were offered the same series of 13 questions (appendix 5) aligned to the four research objectives introduced in chapter one. Content thematic analysis was applied to elicit themes that are presented throughout this chapter (Onwuegbuzie & Johnson, 2006).

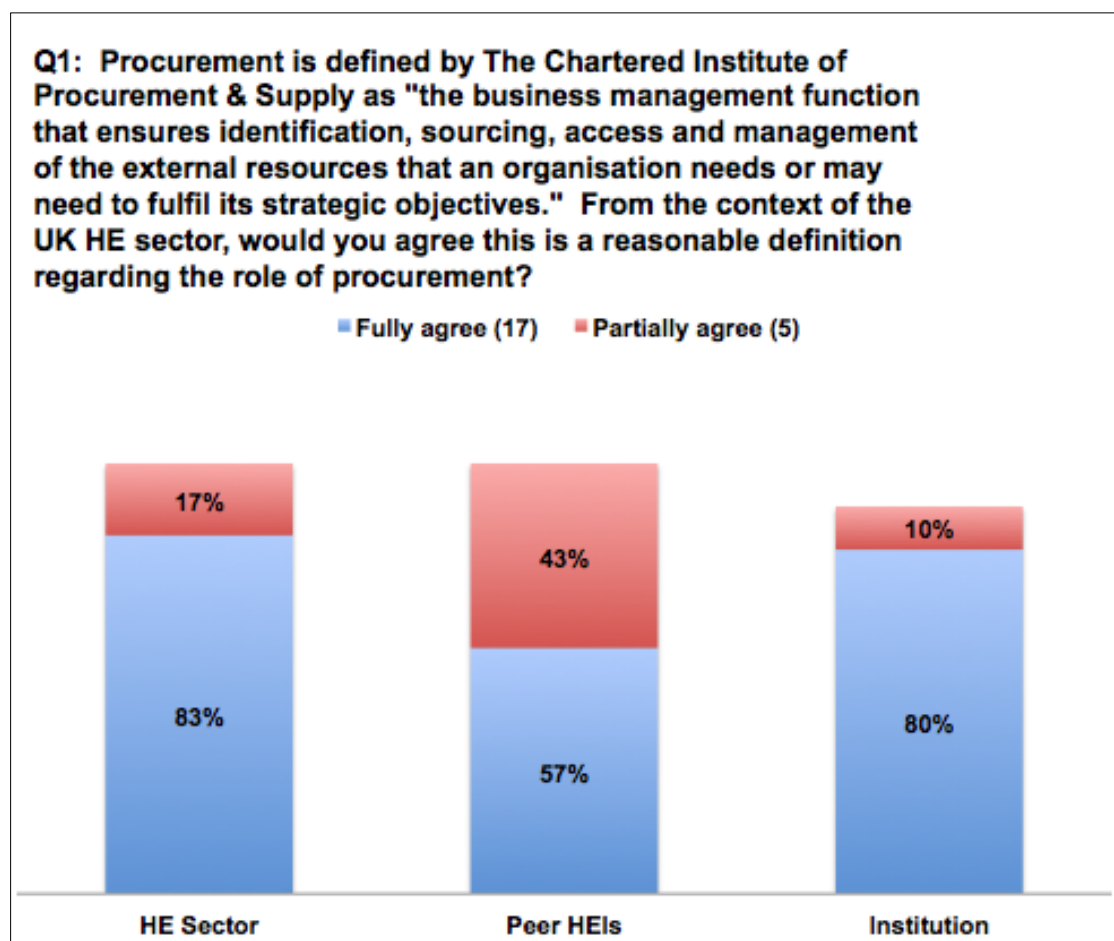
Table 8: Findings Presentation Format

Cluster Sample Frame	Respondents' Roles & Responsibilities*	Cluster Prefixes ('n' denotes respondent identifier)	Number of Respondents per 100% of Cluster Sample Frame	Mean % Respondent by Cluster Sample Frame
Cluster One	Representatives from wider HE sector organisations	RES'n'-HE'n'	6	17%
Cluster Two	Procurement leads from peer HEIs	RES'n'-HEIs'n'	7	14%
Cluster Three	Senior/Directorate institutional stakeholders	RES'n'-INST'n'	10	10%
Total Number of Respondents * Cluster Delineations detailed in Table 4			23	

4.3 Research Objective One

To initiate the interview and support theoretical and empirical evidence regarding the role of procurement and its evolution within the UK HE sector, question one was delivered as an icebreaker. Respondents were asked to offer perspectives on whether the definition of procurement by The Chartered Institute of Procurement & Supply (CIPS) was reasonable from the context of the UK HE sector. Figure 3 details the distribution of responses.

Figure 3: Perceptions regarding the Role of Procurement



Of the 23 respondents, 17 fully agreed and five partially agreed with the CIPS definition. Respondent RES21-INST8 declined to answer. The following quotations illustrate the dilemma, complexities and strength of debates associated with perceptions regarding the role of procurement within the UK HE sector. These include two perspectives from HE sector respondents that

suggested procurement within the sector may be misconceived as having quite a limited role and that the meaning of effective procurement was not widely understood.

4.3.1 Perspective:

"I always put procurement in its fullest terms as set out by the CIPS definition, which is commissioning, contracting and contract management and if you put all those three things together that gives you a strategic view of what procurement is about. But what happens in HE is that the management view of procurement is [about] the contracting side, about buying things. They haven't got the fact that actually procurement has a role in the front end of the buying, which is commissioning, can actually assist institutions in their strategic view of how they go about doing what they want to do strategically. Procurement should have an input into that and they also have a role to play in the management of the resources once procured, in other words, the contract management. A lot of people in HE think that procurement just does the purchasing and then as soon as the purchasing has happened and the goods and services are received or are being received, procurement has no role in that" (RES1-HE1).

4.3.2 Perspective:

"There are still too many people who think of procurement as purchasing and a good result for purchasing says get it as cheaply as you can. A lot of people just don't understand what 'effective procurement' really means. Effective procurement has to involve how you engage with people internally to get behind a coordinated effort, which is then applied externally" (RES2-HE2).

The above perspectives appear to be acknowledged by institutional stakeholders. The former in a personal admission of having misconceived the role of procurement to be the specific act of buying whilst the latter seems to inadvertently imply it.

4.3.3 Perspective:

"I have fallen into that trap of thinking of procurement as specifically the act of buying something. In terms of the actual identification and sourcing bit, that is very good to have them included because although that's before the transaction it's the most important part of it really" (RES23-INST10).

4.3.4 Perspective:

"The procurement office should be trying to identify the right product at the right time; advising managers that you're better buying 'a' rather than 'b' for the following reasons" (RES20-INST7).

Perceptions of procurement being a central role within institutions are indicated below:

4.3.5 Perspective:

"We are often the glue that holds projects together. We get users who know what they want; we get operational departments who think they know what they want; we get the external stakeholders who might be saying something else; we sit in the middle of those and have a more rounded view" (RES9-HEIs3).

4.3.6 Perspective:

"It's [procurement is] the lynch pin that pulls everything together. It's one way of achieving some consistent practice right across the institution" (RES16-INST3).

However, suggestions that the role and activities of procurement were not associated with being strategic are also identified.

4.3.7 Perspective:

"There's lots of things you have to do which I wouldn't call strategic, albeit they are important and they still require procurement" (RES4-HE4).

4.3.8 Perspective:

"I don't think that procurement is viewed as a strategic function as yet within the HE sector. The procurement function here... we're not seen to be the body that would contribute to the university's overall strategic objectives in terms of how services are delivered" (RES10-HEIs4).

These were also underlined by the following questions posed by institutional stakeholders:

4.3.9 Perspective:

"How much of a role does procurement play in identifying those items of strategic objectives or how much are those resources identified in advance and procurement has to go and achieve them?" (RES18-INST5).

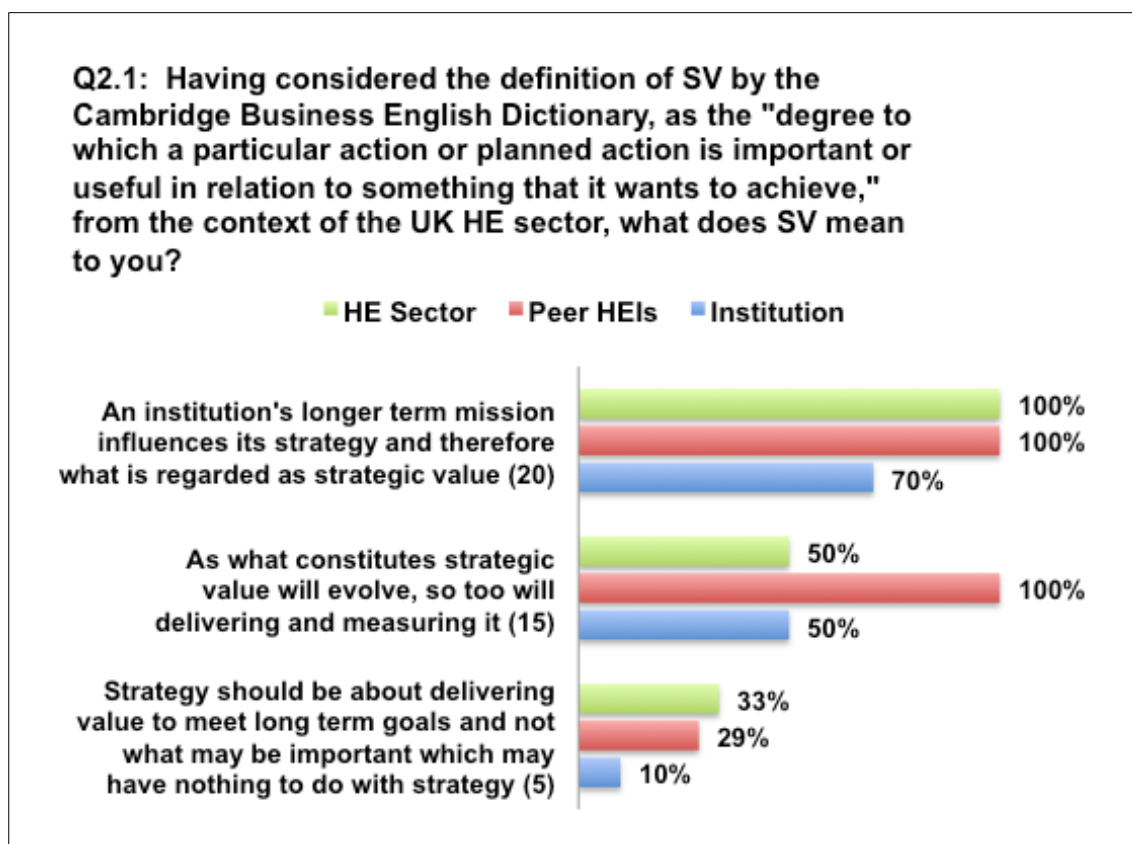
4.3.10 Perspective:

"Does what we buy actually translate across to a strategic objective?" (RES17-INST4).

4.4 Research Objective Two

With regards the secondary research objective, questions 2.1 and 2.2 sought to advance understanding of the interpretation of delivering SV within the UK HE sector, with particular reference to the forces driving it. Accordingly, respondents were presented with a definition of SV and were asked to offer personal interpretations of SV in the context of the UK HE sector. Themes identified are presented in figure 4.

Figure 4: Interpretations of SV within the context of the UK HE sector



20 respondents associated SV to an institution's overall long-term strategy. 15 respondents added that as SV will therefore evolve, it would influence how SV is delivered and measured. Five respondents emphasised that what is considered important may not necessarily be aligned to institutional strategy. The correlation between SV and strategic aims of HE institutions were emphasised.

4.4.1 Perspective:

"The strategic things are the things that go right to the core of what the university's strategic aims are. SV will go to the cause of SV to your research, to your teaching, to the student experience and a step down is probably bringing value to all those services that will support those high level strategic aims of the organisation" (RES9-HEIs3).

The student centric nature of SV in HE was also illustrated:

4.4.2 Perspective:

"Linking to the strategic direction that the university wants to travel and what's critical to them... obviously most universities are about students, student engagement, student recruitment, student retention" (RES12-HEIs6).

4.4.3 Perspective:

"In higher education the key drivers are research and learning or learning and research, depending on which organisation you work in" (RES3-HE3).

4.4.4 Perspective:

"It's putting in place goods and services and construction projects that long-term deliver value for the organisation" (RES8-HEIs2).

Financial perspectives of SV were also recognised:

4.4.5 Perspective:

"An instruction to the best possible pricing structure; for anything that is being purchased. Purchasing is a huge element of it [because] the keener the prices, the more profit the institution can gain and also sometimes we can pass on those benefits to not having such high prices to our customers" (RES15-INST2).

Moreover, whilst the following reaffirmed the financial associations of SV within HE, there were suggestions that pursuit of SV may be more prevalent in other sectors outside of UK HE:

4.4.6 Perspective:

"If you look at manufacturing or automotive, they have long since looked to procurement as a professional strategic contributor. I think the public sector as a whole has recognised the need to be absolutely sure of the intention to get best value with the public purse and there's a greater level of accountability with regard to that" (RES6-HE6).

4.4.7 Perspective:

"Everything has got a SV, it's just that people don't take that into account particularly in this setting. If you're in the private sector, you're driven by that, so you are more aware of that monetary value" (RES16-INST3).

Furthermore, perspectives suggested that UK HE institutions have to balance multiple strategic objectives in order to meet a diverse range of stakeholders' needs. SV was perceived as variable that consequently rendered it difficult to be interpreted, measured or communicated, thereby possibly giving rise to conflicting priorities.

4.4.8 Perspective:

"A university doesn't necessarily have a single clearly defined strategic objective because what you have is objectives at all sorts of levels of the institution. There is a continuing dialogue and continuing contesting of what the priorities are and therefore what the university knows or means by SV, I don't think is at all clear" (RES21-INST8).

4.4.9 Perspective:

"I think it's very difficult to define. SV would be the value that's created by fulfilment of strategic objectives. We've got value that we provide to all sorts of communities, the region, stakeholders, so we try to add value to that value. You've got to be able to measure those things to determine what that SV is" (RES7-HEIs1).

4.4.10 Perspective:

"Each organisation needs to understand what it's trying to achieve with its own strategy and then they need to communicate that internally" (RES2-HE2).

The need to balance conflicting priorities and comparisons between SV in HE and private sector was reiterated.

4.4.11 Perspective:

"A university has a very broad focus rather than some of the narrow ones [that] you might find in a private sector company that has chosen a specific niche. When you come to a university, it's trying to do what the government wants; it's trying to do what the research council wants; it's trying to do what the individual research funders want and what students want; so there is a balance to be struck and so, probably more so in a university than a private company, you will have competing strategic objectives which needs to balance" (RES2-HE2).

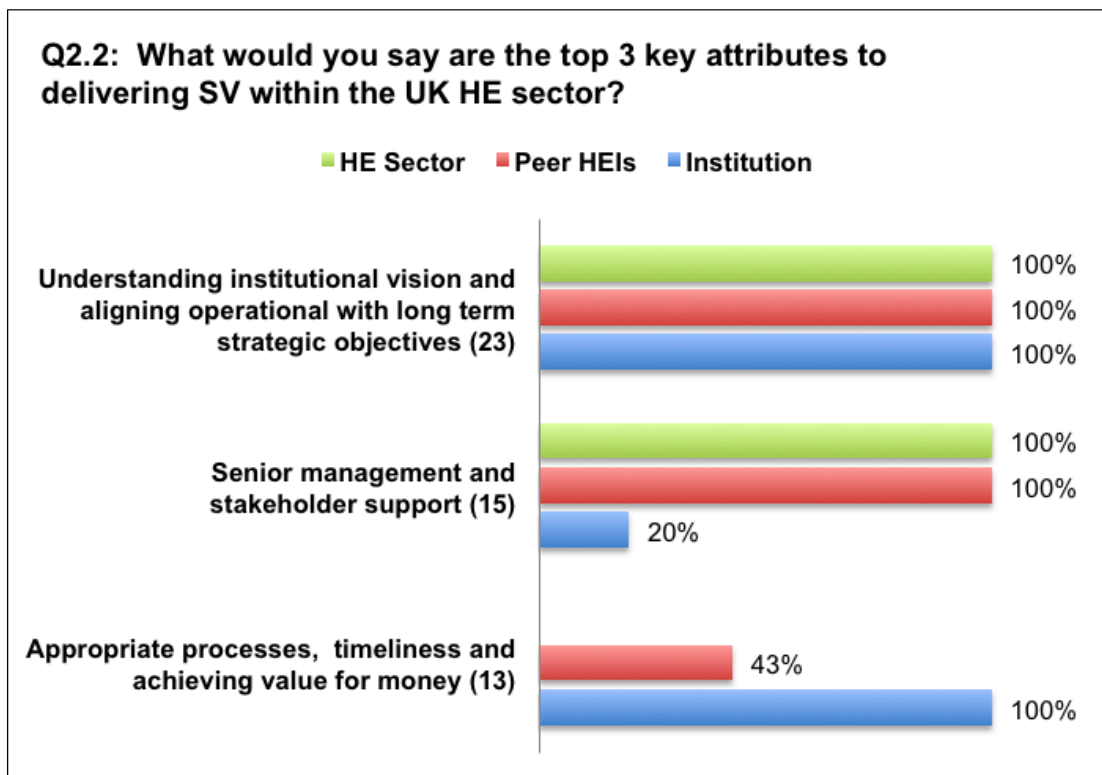
The following perspective illustrated that although different approaches to delivering SV may exist, SV held similar implications regardless of sector:

4.4.12 Perspective:

"I think SV in HE is the same as SV in the health service, is the same as SV. It looks different in its outplaying, and in its operations but the core definition of what it is to the HE sector is the same as to others" (RES6-HE6).

To probe further, respondents were explicitly asked to identify the top three attributes to delivering SV (figure 5).

Figure 5: Attributes to delivering SV in the UK HE sector



Understanding institutional vision and aligning operational with long-term strategic objectives were unanimously recognised by all 23 respondents. Nevertheless, it was observed that whilst all respondents from the UK HE sector and peer HEIs emphasised senior management and stakeholder support as a key attribute, institutional respondents identified appropriateness, timeliness of processes and achieving VFM as the relatively stronger attribute.

Perspectives below acknowledged that for procurement to deliver SV within UK HE, its role should be integrated within the structure and goals of institutions. Examples of how the role of procurement can deliver SV were associated with supporting student experience and ensuring financial stability via the supply chain.

4.4.13 Perspective:

"The function needs to be absolutely aligned with the goals of the institution" (RES5-HE5).

4.4.14 Perspective:

"I would say being integrated in the structure so not being an add-on, so that the procurement aspects are taken into account, throughout the organisation, throughout the analysis and throughout the project plan. We don't want to have the project plan and then add some procurement controls onto it afterwards" (RES14-INST1).

4.4.15 Perspective:

"Is about procurement giving benefit and adding value to that organisation in meeting its overarching direction and objectives" (RES6-HE6).

4.4.16 Perspective:

"Aligning and understanding what our institution's strategy is about, what the strands in our strategy are and the ones that procurement can influence... student experience and financial stability" (RES9-HEIs3).

4.4.17 Perspective:

"It's actually what procurement can do to actually support that main strategy for the university. We're trying to use the supply chain to actually use them as adding SV through to the key sort of strategic direction that the university wants" (RES12-HEIs6).

4.4.18 Characteristics of the UK HE sector

Although not a specific interview question, the following perspectives contextualised the current UK HE environment and possible parameters that affected the role of procurement in delivering SV. These illustrate the societal responsibility of UK HE and the need to balance competing stakeholder priorities. Furthermore it was acknowledged that greater visibility and public interest in how the sector operated has meant increased emphasis being placed on securing and demonstrating good financial practices.

4.4.18.1 Perspective:

"We have a role in moulding the people who attend university, shaping them to shape the society of the future" (RES22-INST9).

4.4.18.2 Perspective:

"Most of the organisations in the HE sector have to pay regard to what significant stakeholders think and do and that would range from stakeholders such as the government via the funding councils, research councils, students, customers and so on" (RES2-HE2).

4.4.18.3 Perspective:

"Universities are more visible through social media, they have to be seen to be doing the right thing and spending public money in the right way. Enquiries through FOI are linked to how money is being spent and student population has a huge agenda around being satisfied that their universities are spending their money in the correct ways, particularly through the changes in fees" (RES3-HE3).

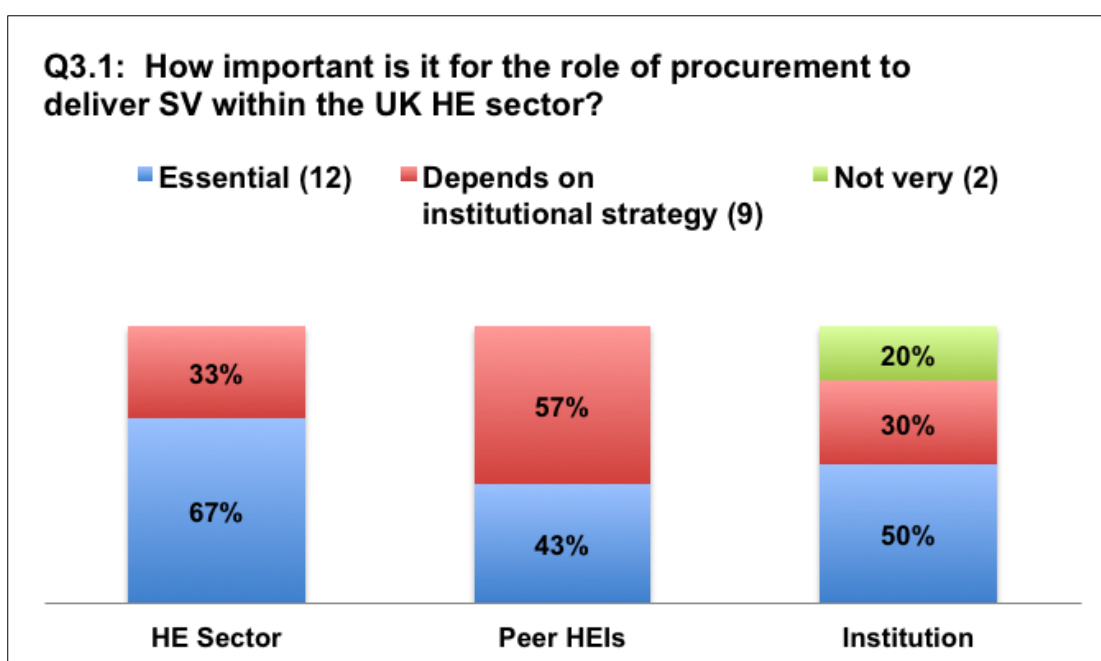
4.4.18.4 Perspective:

"I think we've always got to allow the academics to have some freedom and have some authority and empowerment to make some of those sourcing decisions" (RES11-HEIs5).

4.5 Research Objective Three

Remaining interview questions sought to address the third research objective by exploring stakeholder perceptions of drivers, practices, success factors and challenges impacting the role of procurement in delivering SV within the UK HE sector. Questions were sub-divided with the next sequence of questions (3.1 to 3.4) linking the contribution of procurement to the actual delivery of SV. Question 3.1 addressed the relative importance for the role of procurement to deliver SV.

Figure 6: Relative Importance for the Role of Procurement within the UK HE sector to deliver SV



Although 67% of HE sector respondents regarded the role of procurement as essential in delivering SV; peer HEI and institutional respondents regarded it as being relatively less important (43% and 50% respectively). A further 20% of institutional respondents added that it was not very important for procurement to deliver SV. Overall, nine respondents acknowledged that the relative importance for procurement to deliver SV depended on individual institutional strategies. The relative importance for procurement to deliver SV was associated with deriving financial benefits and being dependent upon the level of contribution the role of procurement would want to add.

4.5.1 Perspective:

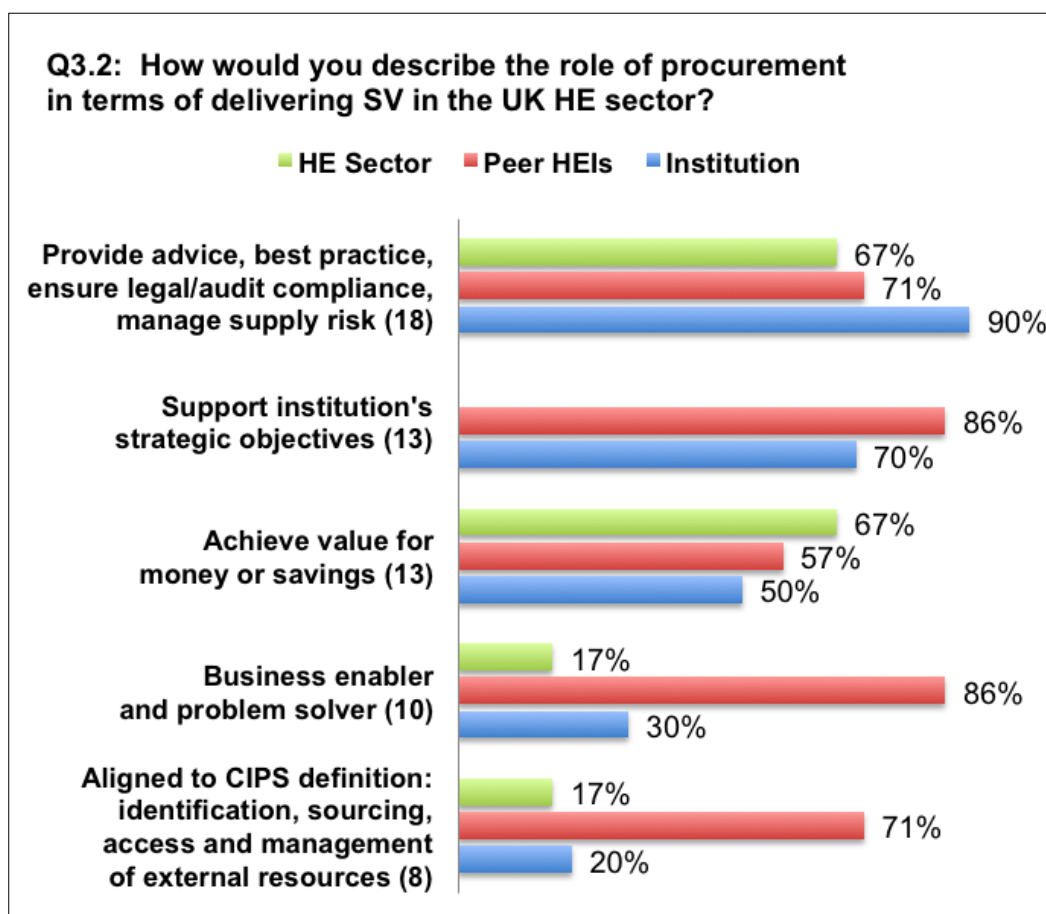
"The amount of money that we spend as a sector [of approximately] 40% to 50% of spend is a very significant sum and you want to get best value out of that" (RES2-HE2).

4.5.2 Perspective:

"If we want to make a significant contribution to the on-going success of our organisation, our HE, then we need to be delivering at a strategic level. If we want to be the back-office function that very efficiently and effectively transact procurement or purchasing transactions then we don't need to worry too much about SV" (RES6-HE6).

To investigate further, perspectives were sought regarding the explicit role of procurement in terms of delivering SV.

Figure 7: Role of Procurement within the UK HE sector in delivering SV



Overall, 18 respondents associated the role of procurement with providing advice, ensuring best practice, maintaining compliance and managing supply chain risks. This was also the most recognised role for institutional respondents at 90%. HE sector representatives regarded achieving VFM as being of equal importance to advice giving at 67%. Contrastingly, 86% of peer HEI respondents regarded the role of procurement in supporting institutional strategic objectives and solving business problems as being relatively more significant than the 71% for advice giving and 57% for achieving VFM. The following perspectives emphasised the role of procurement in supporting institutional plans and solving business problems:

4.5.3 Perspective:

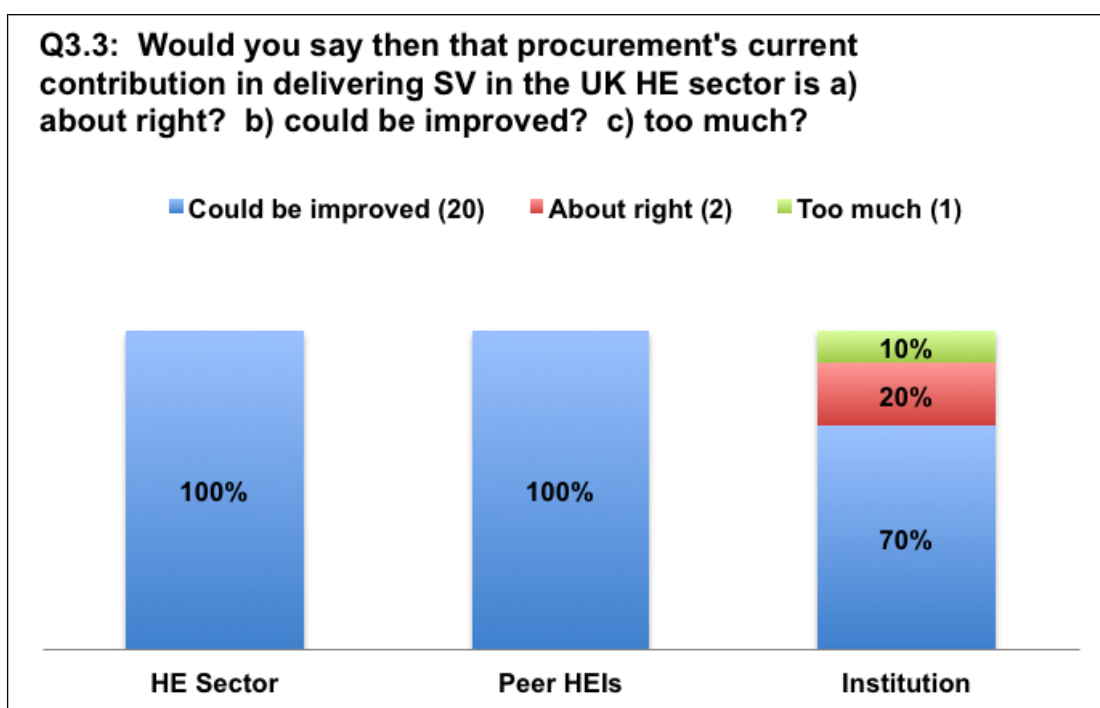
"It's about recognising what the university is looking for and what we [procurement] can assist in delivering what the university is looking to achieve [based on] what's important to it at that time" (RES12-HEIs6).

4.5.4 Perspective:

"There's quite a bit that the procurement function needs to take on as a responsibility to make this relevant for our internal customers; to make sure that people understand what the value proposition is; what we do to add value to the organisation and how we help solve their problems as actors within that organisation" (RES2-HE2).

Next, perspectives were sought regarding the current contribution of procurement in delivering SV. Responses are represented below:

Figure 8: Perceptions of Procurement Contribution in the UK HE sector



20 respondents, (including all from HE sector and peer HEIs) stated that this could be improved. This contrasts with institutional respondents who regarded the contribution by procurement as being about right (two respondents) or even too much (one respondent). Reasons given as to how procurement could be improved indicated the need for cultural change and to enhance stakeholder awareness; and that procurement as a profession within the sector was relatively new.

4.5.5 Perspective:

“Overall probably could do better. If it is seen as transactional which I think is in a lot of universities, then there isn’t any encouragement there to do anything strategic and then where there is, they haven’t actually got the resources to do it” (RES13-HEIs7).

4.5.6 Perspective:

"It could be improved. We need significant change at senior management and governance level and throughout the institution culturally to understand what procurement is and what it can add and we need to employ the right sort of people in procurement who can deliver" (RES1-HE1).

4.5.7 Perspective:

"It could be slightly more visible in the institution in terms of the benefits of timely and cost effective procurement. I think the dimensions of that is partly making people aware of what procurement is or what it means" (RES20-INST7).

4.5.8 Perspective:

"The contribution of procurement is about right but things probably outside of procurement's sphere of influence would help it, like departments having a clearer understanding of what procurement can do for them" (RES18-INST5).

4.5.9 Perspective:

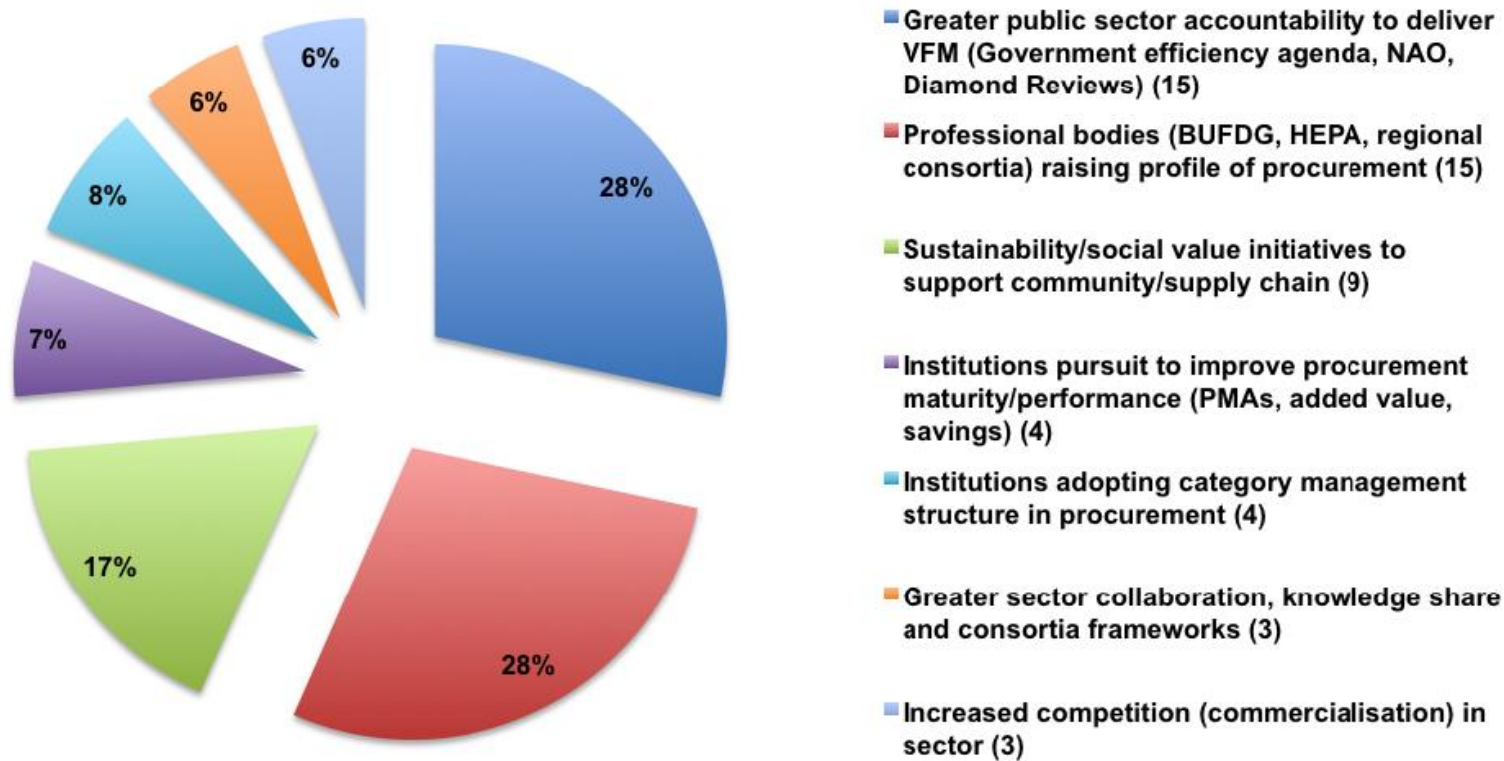
"It's miles behind where it needs to be; it's because the profession is relatively new" (RES8-HEIs2).

The next question (Q3.4) was aimed at identifying influences of procurement contribution to delivering SV. As responses were sought from respondents self-declaring sufficient experience in the sector, three participants professed their inability to respond (RES12-HEIs6; RES13-HEIs7 and RES14-INST1).

Although the 20 respondents could not be definitive with actual years, suggested factors were given approximate timelines from mid 1990s. The 53 responses elicited seven key influences identified in figure 9.

Figure 9: Factors influencing Procurement Contribution in delivering SV since mid 1990s

Q3.4: Looking back at the level of procurement contribution in terms of delivering SV within the UK HE Sector, would you say it has changed since you joined the sector?



The top three factors represented 73% of the responses. Greater public sector accountability to delivering VFM and professional bodies raising the profile of procurement were cited as the top two influences to procurement contribution with 15 responses (28%) each. These were followed by initiatives associated with sustainability, social value and community benefits with nine responses (17%). The following perspectives provide deeper insights as to how the role of procurement within the UK HE sector has evolved:

4.5.10 Perspective:

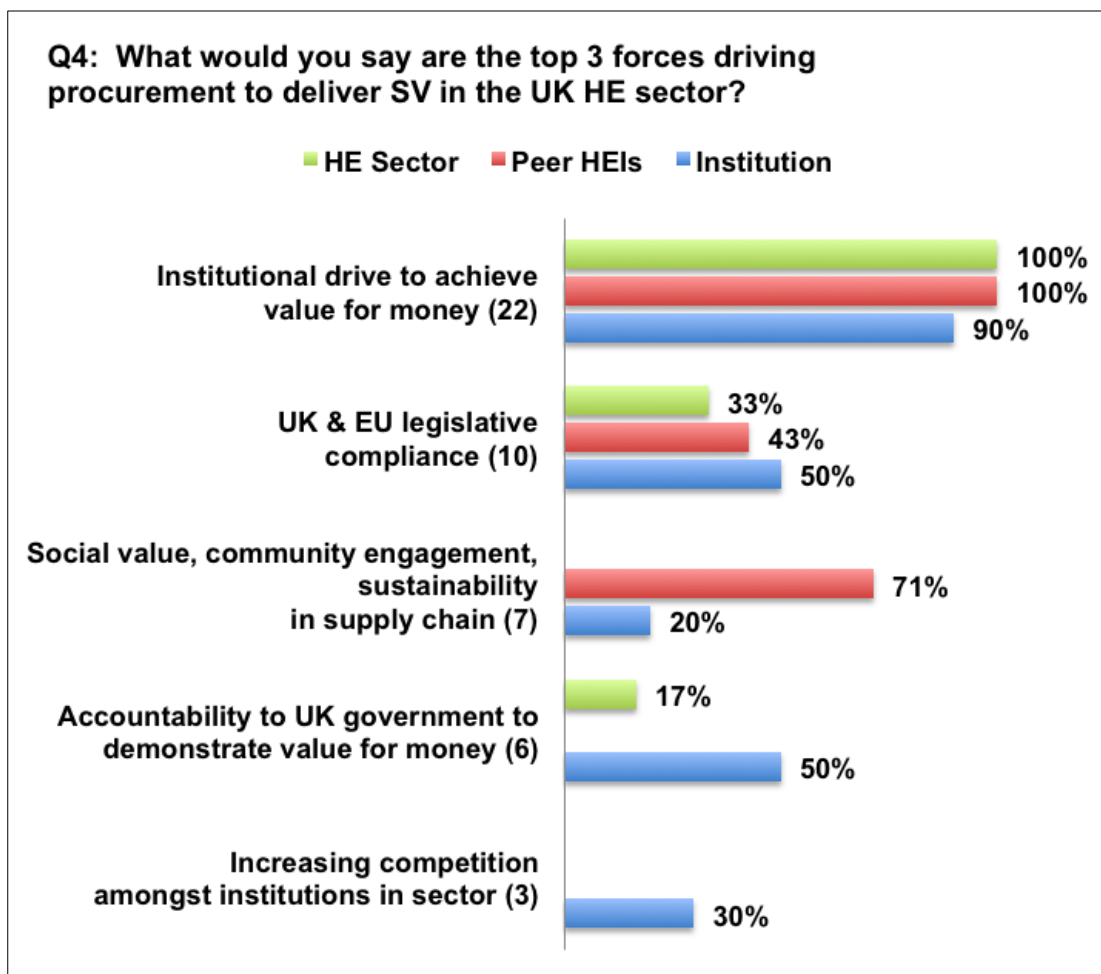
"There were lots of purchasing and there were functions that transacted the purchase orders in pretty antiquated systems... so that was the scenario twenty years ago and we were starting... that NAO report prompted universities to think a little bit more about it" (RES6-HE6).

4.5.11 Perspective:

"Various reports that the government commissioned: two Diamond Reports; a McClelland Report; the government's focus more and more on the way higher education does things has focused the minds of senior management across institutions. VCs talk to one another, Finance Directors talk to one another, there becomes a momentum to it all that is hard to resist for the institutions otherwise they might feel like they are being left behind. Some of the work we've done with HEPA, the way funding is coming in and things need to improve so you need to do as much as possible with the money. You need to be shown not to be wasting money and spending it wisely. FOIs. It's all pressures" (RES9-HEIs3).

The next question proceeded to identify forces driving procurement to deliver SV in the UK HE sector. Figure 10 summarises the findings.

Figure 10: Forces driving Role of Procurement to deliver SV in the UK HE sector



For this question, some forces were not acknowledged by individual clusters. Institutional drive to achieve VFM was considered by far the most significant with 22 respondents. From the residual forces, peer HEI respondents identified social value, community engagement and pursuit of sustainability initiatives as being relatively more significant (71%) over ensuring UK and EU compliance (43%). With the exception of the aforementioned institutional drive to achieve VFM at 90%, institutional respondents regarded the need to ensure compliance with UK and EU legislations; and accountability to UK government to demonstrate VFM as being relatively more significant drivers, at 50% respectively. Incidentally, institutional respondents also associated sector competition as a driving force (30%).

Perspectives of prevalent forces that were driving procurement to deliver SV are provided below:

4.5.12 Perspective:

"From a HE perspective, I think they would see value for money as being the bigger driver" (RES10-HEIs4).

4.5.13 Perspective:

"CSR type risks are in the public eye. We've been part of the European Union... transparency and freedom of movement issues... public sector and the procurement directives to make sure that we are looking after the public purse properly and we are accountable for that" (RES6-HE6).

Respondents were subsequently asked to identify practices perceived to impact the ability of procurement to deliver SV. The 12 practices identified are depicted in table 9.

Table 9: External & Institutional Practices

Q5: What practices are you aware of that impact upon the ability of procurement to deliver SV in the UK HE sector? What impact are these practices having?			
External HE Sector Practices (11)		Positive Impact (7)	Negative Impact (4)
1	Optimising use of consortia collaborative framework agreements (8)	For standard types of procurement, can provide economies of scale via aggregating volumes and standardisation (4).	Excessive focus by regional consortia to conform constrains institution choice (4).
2	Sector commitment to share procurement best practice and knowledge (3)	Maintains understanding of sector wide procurement practices, enhancing knowledge.	
Internal Institutional Practices (74)		Positive Impact (38)	Negative Impact (36)
1	On-going communication, promotion and demonstration of benefits from procurement compliance and processes (20)	Develops mutual understanding between procurement and stakeholders; supports institutional objectives (20).	
2	On-going commitment to improve procurement processes and procedures (8)	Improves and engenders best practice, standardises and streamlines processes, enhances compliance and stakeholder understanding.	
3	Investing in/optimising use of technology (eg: e-tendering, integrated finance systems) (5)	Increases visibility of non-pay spend; enhances opportunities to develop contract management strategies; streamlines processes towards achieving better VFM.	

Table 9: External & Institutional Practices – continued

Internal Institutional Practices		Positive Impact	Negative Impact
4	Strong procurement lead driving culture of continuous improvement throughout institution (4)	Improves procurement processes enhances effectiveness; raises profile and level of procurement maturity; engenders stakeholder awareness and understanding.	
5	Senior management unsupportive/uncommitted to procurement initiatives (9)		Undermines/devalues procurement initiatives intended in best interest of institution; may encourage maverick behaviour and non-compliance.
6	Excessive drive towards reducing costs (7)	Optimises opportunities to make financial cost savings; facilitates reinvestment in other areas (1).	Stifles innovation, risks inferior quality in return for cost savings; detracts from longer-term sustainability/whole life cost considerations (6).
7	Maverick stakeholder behaviour (7)		Undermines initiatives to improve VFM; works against institutional/procurement objectives.
8	Late/not having procurement involvement during project conception/business planning process (6)		Restricts stakeholder awareness of potential procurement options and risks. Exerts unnecessary pressure to meet deadlines; restricts opportunities to improve processes/add value.
9	Inadequate structure, numbers and capabilities of procurement expertise to meet on-going institutional strategies/needs. (5)		Compliance risk; hinders opportunities to optimise efficiencies and effectiveness; constrains procurement maturity that seeks to benefit institution in long-term.
10	Other: stakeholder politics (2); poor supplier relationship management (1) [3].		Delays opportunities to make effective improvements (2); risks diminishing institutional reputation (1).

From the 85 responses elicited, 11 were external practices. Of the remaining 74 internal institutional practices, numbers of positive and negative impacts were almost equal at 38 and 36 respectively. Perspectives emphasised supporting knowledge share within the institution and across the sector:

4.5.14 Perspective:

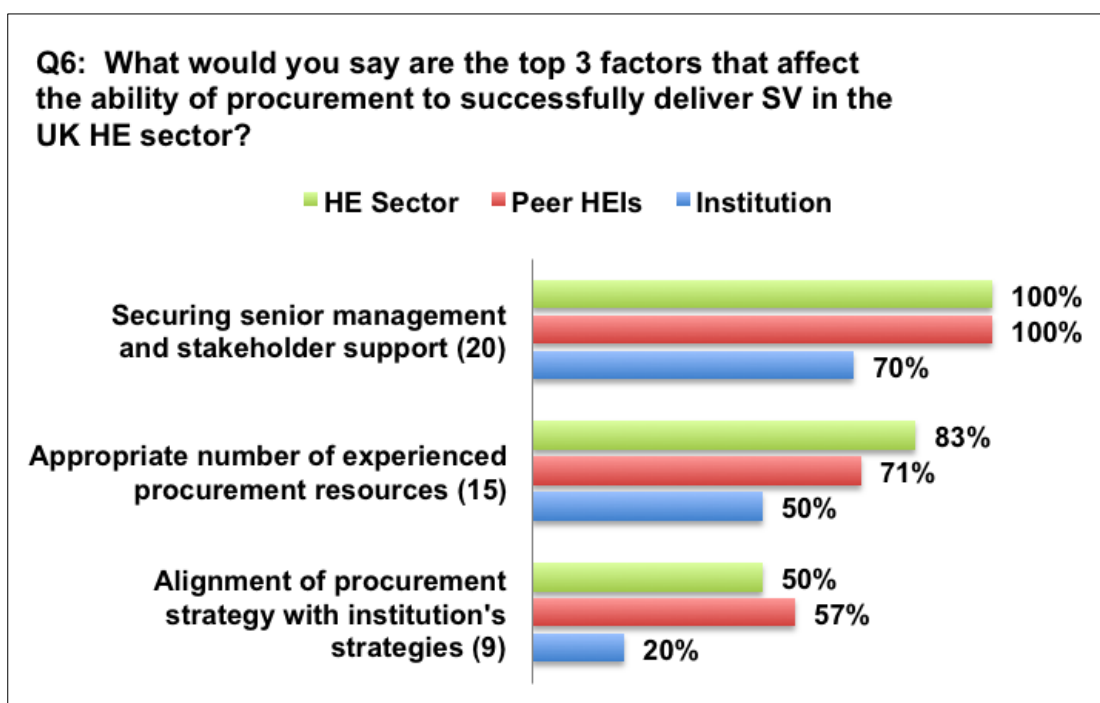
“Support and facilitate as much training and direction to training and up-skilling as you can, to give people the core skills they need to be a procurement champion; to start to build their own procurement communities within your organisation” (RES3-HE3).

4.5.15 Perspective:

“We've got consortiums, so we work together through those. We've got a great opportunity in our sector to be able to share and help each other” (RES6-HE6).

The next question (Q6) sought to identify the top three factors deemed to affect the ability of procurement to successfully deliver SV. Figure 11 illustrates the findings.

Figure 11: Top Factors affecting ability of Procurement to successfully deliver SV in the UK HE sector



From the three clusters, 20 respondents regarded senior and stakeholder support as having the greatest impact. This was followed by 15 respondents citing that appropriate numbers of experienced procurement resources was the next key factor. Overall, a relatively higher proportion of HE sector and peer HEI respondents acknowledged these factors when compared with institutional respondents. Perspectives gathered illustrate the factors above.

4.5.16 Perspective:

"Influencing your SMT, having a voice and a place at the table; having the right resources in your team at the right skill level to empower, influence and deliver; and to have a procurement plan that's measurable, that shows how you're going to deliver SV" (RES6-HE6).

4.5.17 Perspective:

"You absolutely need to have the right structure in place within the team. You need to have the right individuals in that team to be able to deliver the strategic vision. You've got to have the right processes in place to be able to deliver that

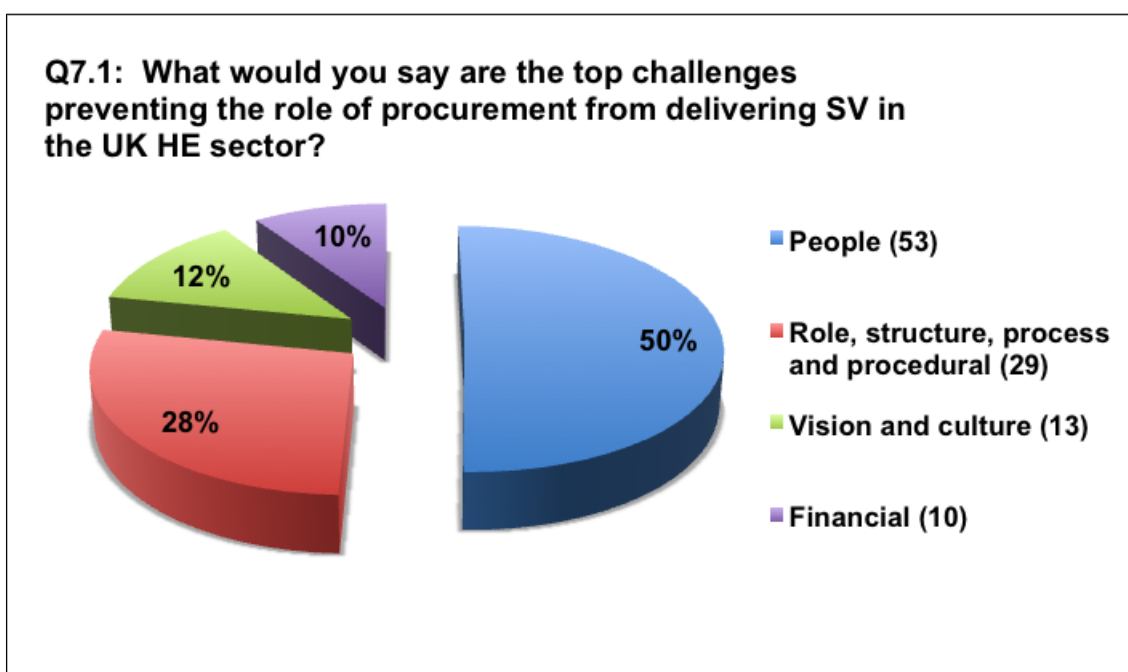
strategic vision and you've also got to be able to influence at all levels. It's really important to have the right management information otherwise you don't know how much you're spending" (RES8-HEIs2).

4.5.18 Perspective:

"Being well integrated within the organisation; being well understood so that there is good awareness and understanding of the purpose; and then you've got all the professional competence and the technical qualification and resources as well" (RES14-INST1).

Having examined drivers, practices and success factors, questions 7.1 and 7.2 related to challenges and measures to overcome them. For question 7.1, a total number of 105 challenges were elicited. Figure 12 provides an overview.

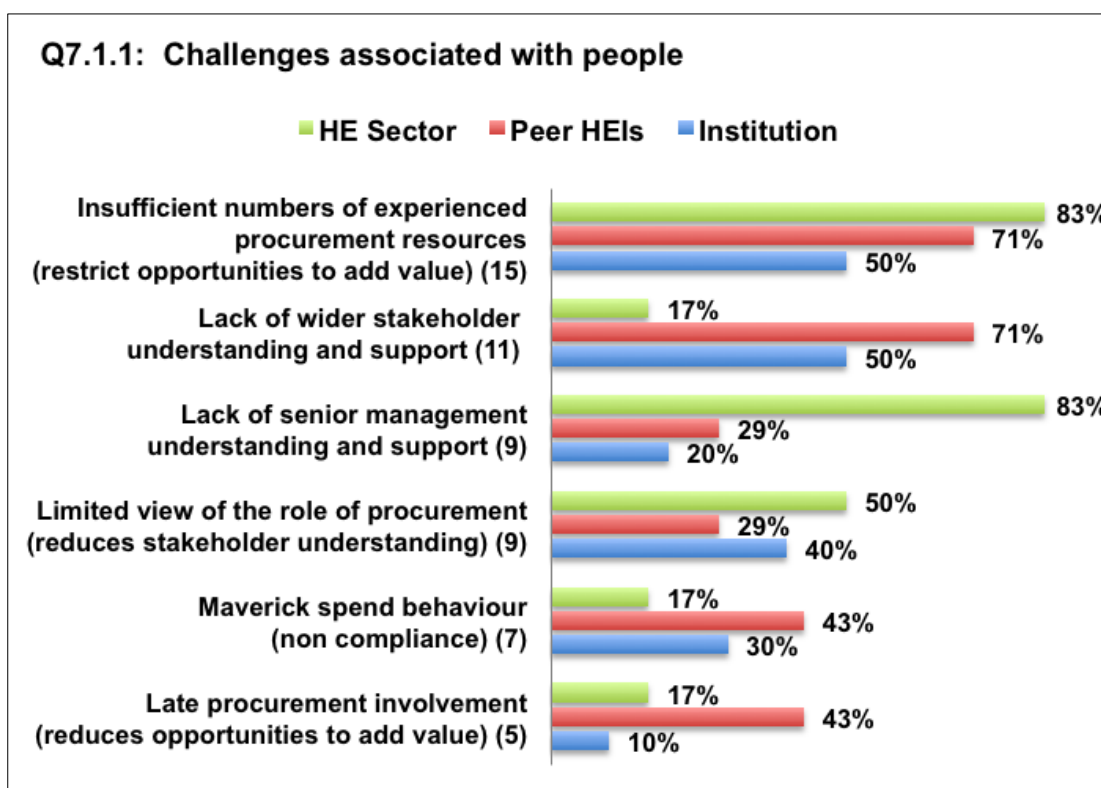
Figure 12: Challenges preventing Role of Procurement from delivering SV



Categorised into four segments, primary challenges were associated with people which represented 50% of the responses. This was subsequently followed by challenges associated with role, structure, process and procedures

(28%). Detailed illustration of challenges identified are represented in figures 13 to 16.

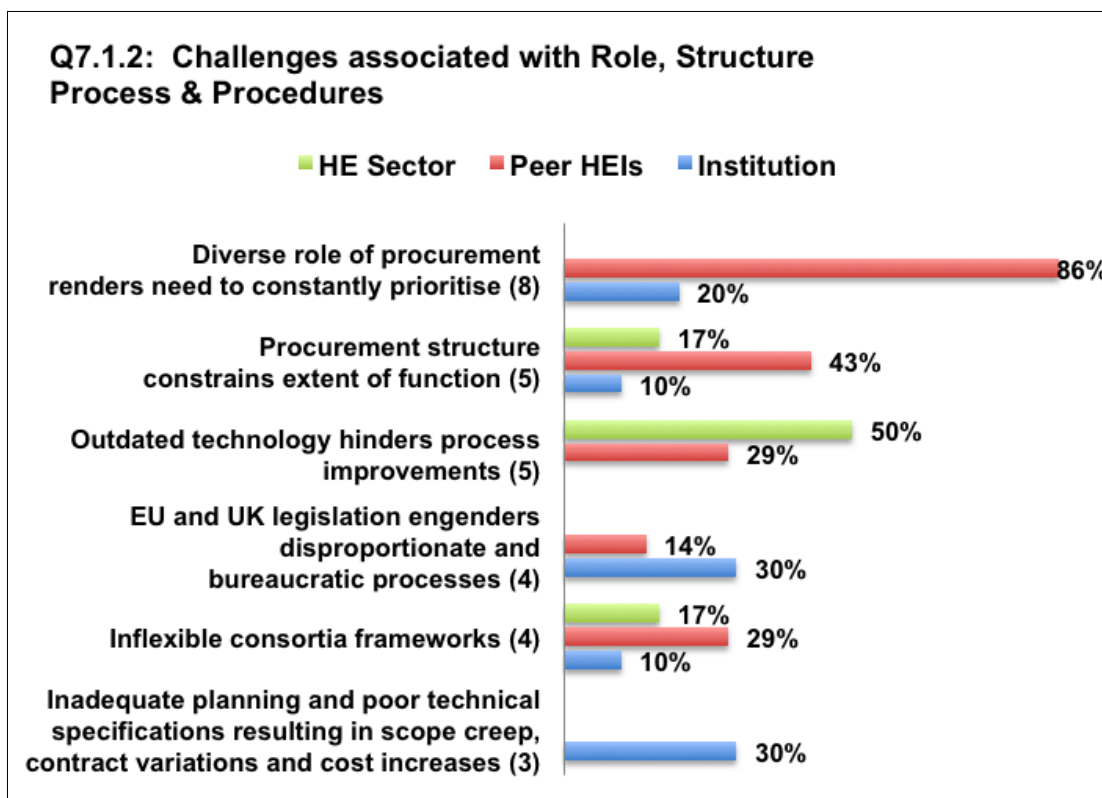
Figure 13: Challenges associated with People



Supporting findings from figure 11, insufficient numbers of experienced procurement resources represented the biggest overall challenge (15 responses). At an individual attribute level, lack of wider stakeholder and senior management understanding and support; and limited view of the role of procurement were regarded as the next top people challenges.

The next category of challenges was associated with role, structure, process and procedures. This is depicted in figure 14.

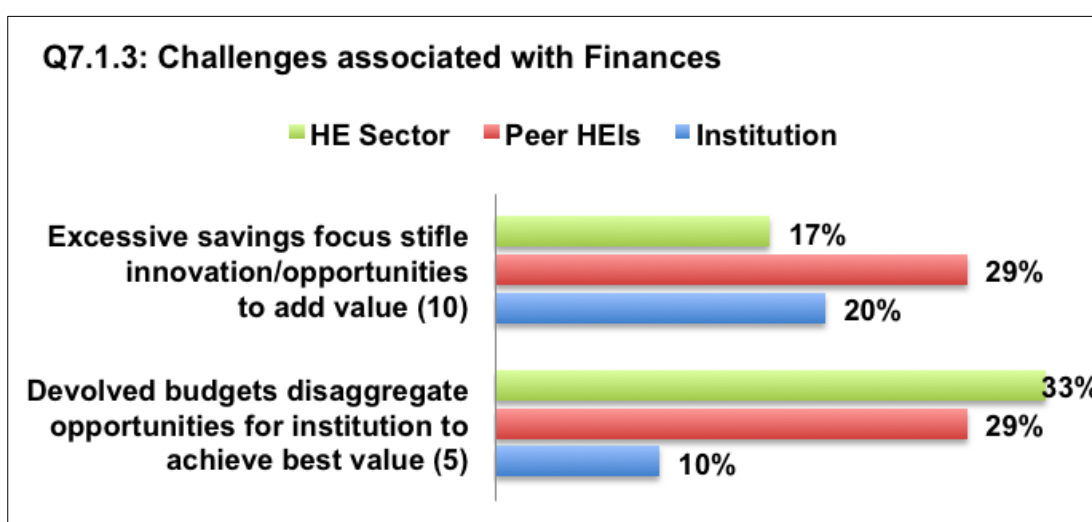
Figure 14: Challenges associated with Role, Structure, Process & Procedures



Peer HEI respondents regarded the diverse role of procurement as being by far the greatest challenge (86%). Contrastingly, HE sector respondents acknowledged the biggest challenge was using outdated technology (50%); whilst institutional respondents regarded EU and UK legislations and inadequate planning as the most significant challenges at 30% respectively.

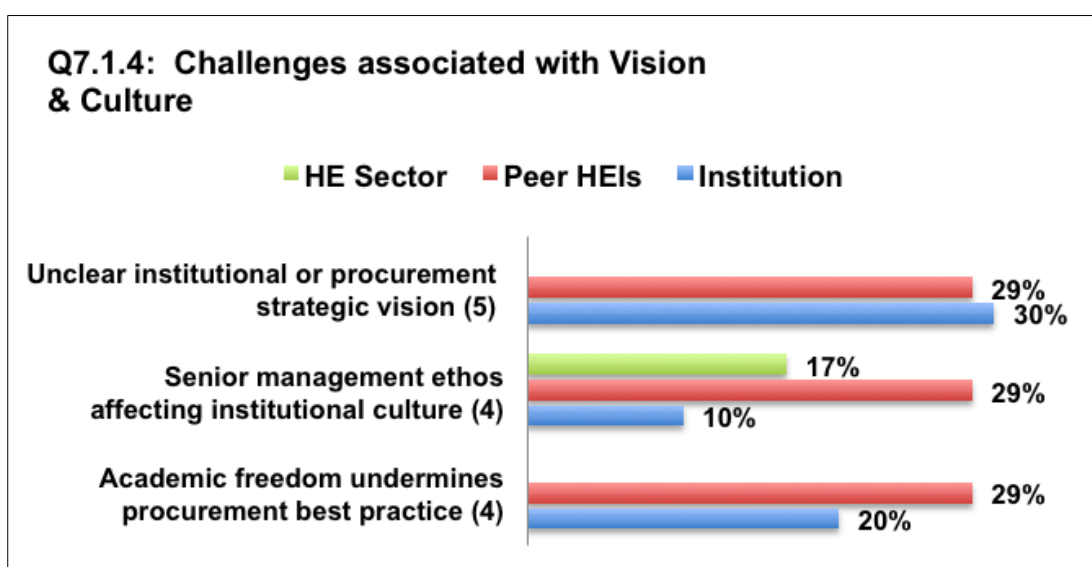
Remaining challenges were associated with finances, vision and culture. These are illustrated overleaf.

Figure 15: Challenges associated with Finances



Financial related challenges generated 15 responses. 10 were associated with excessive savings focus and five to devolved budgeting practices. The last category of challenges associated with vision and culture is portrayed below:

Figure 16: Challenges associated with Vision & Culture



Of the 13 responses elicited, five were attributed to unclear strategic vision. Remaining eight challenges related equally to senior management ethos and academic freedom. The following perspectives reinforced pressures associated with stakeholder engagement, perceptions, financial pressures and institutional culture:

4.5.19 Perspective:

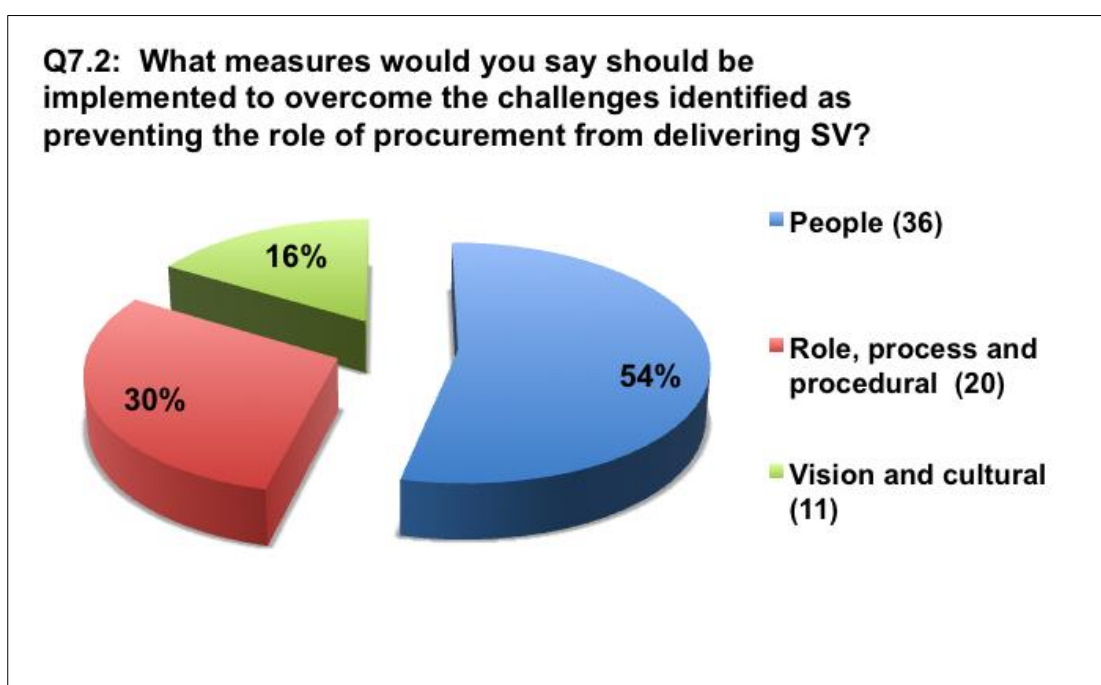
“If it [procurement] is perceived as a back office function; if it's perceived as a blocker who just does governance and it's there to actually focus on policy, focus on delivery of savings [and] because you're that busy trying to deliver it on a financial target that you haven't got the opportunity to think out of the box and go in a different direction. If you haven't got the executive support to the strategic department of the University, I don't see that you'll ever make it, you'll always be that back-office function” (RES12-HEIs6).

4.5.20 Perspective:

“Structure and nature of the university... it's the culture with it being a research university. There are a lot of people who see the research money as their money” (RES9-HEIs3).

Regarding measures to overcome challenges, 67 responses were elicited. None however were attributed to financial measures. Figure 17 details the proportional distribution of measures.

Figure 17: Overcoming Challenges preventing Procurement from delivering SV



36 measures (54%) were identified to overcome challenges associated with people. This was followed by 20 measures to surmount role, process and procedural challenges; and 11 measures to overcome vision and cultural challenges. Category representations are provided in figures 18 to 20. Perspectives drawn from this question related to engendering wider stakeholder engagement, seeking support from external bodies and encouraging new entrants into procurement.

4.5.21 Perspective:

"Raising awareness. I think there might still be a perception that it's just about getting things for the least amount of money" (RES22-INST9).

4.5.22 Perspective:

"The procurement function needs to actively consider how to better engage and inform the senior management group and their internal customer group; and make sure there's a consistent, persuasive message supported by data on how things could be done better" (RES2-HE2).

4.5.23 Perspective:

"Clear processes throughout an institution of how procurement can help. It's about communication really and customer service. The procurement person needs to be able to represent their function at various situations, be that with none procurement personnel or senior stakeholders" (RES5-HE5).

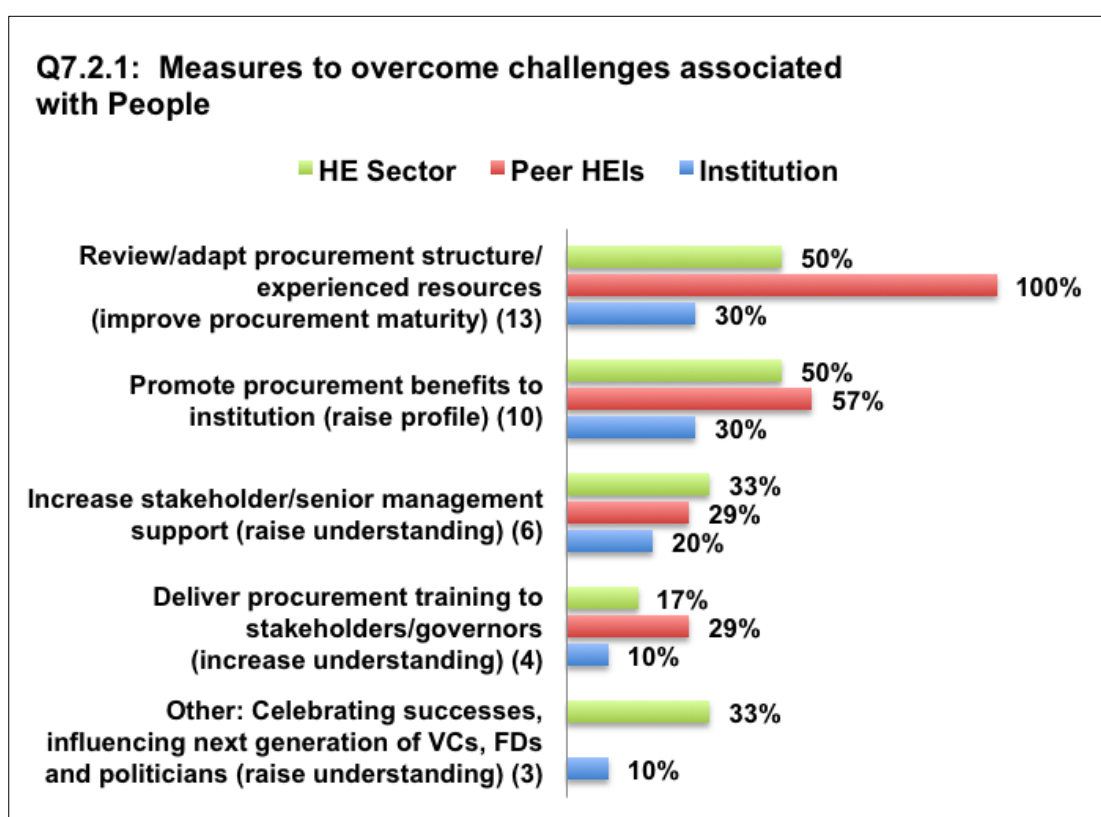
4.5.24 Perspective:

"An external body coming in looking at procurement as a whole within the university and basically saying where we need to improve; and I would say that report then needs to go to senior management" (RES10-HEIs4).

4.5.25 Perspective:

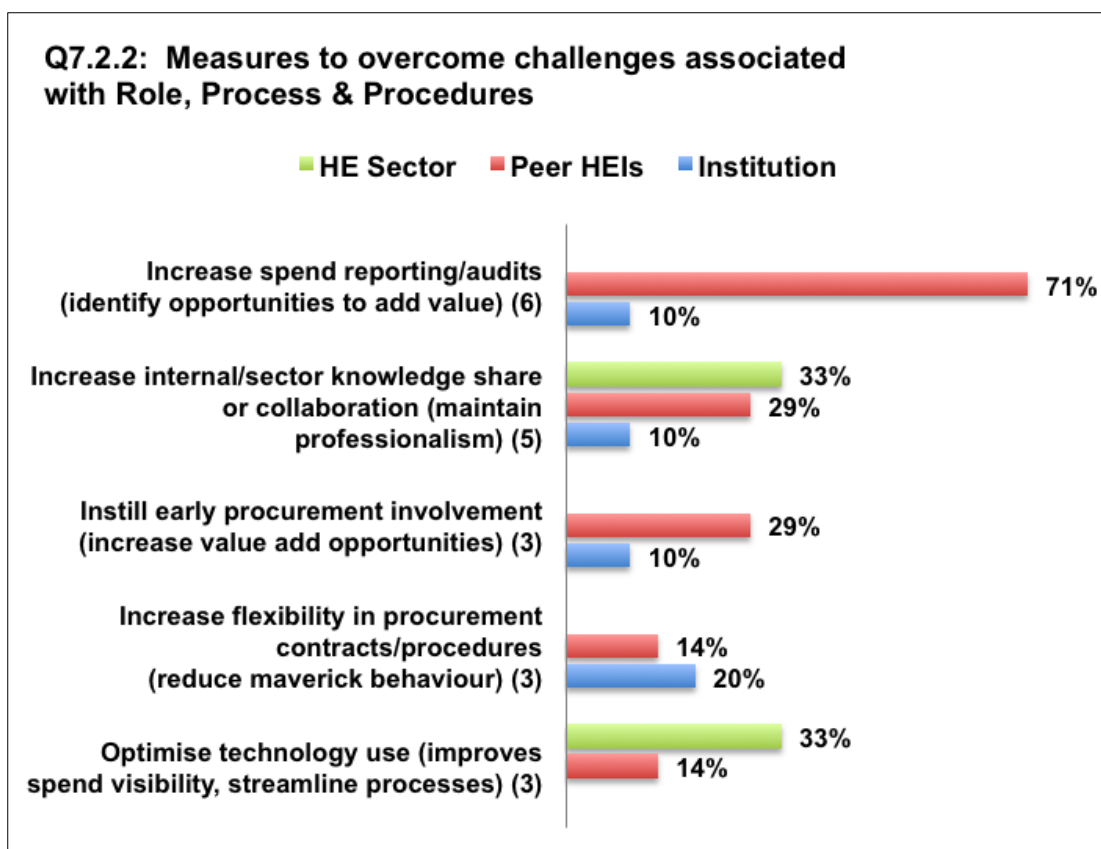
"We could encourage more people to go into the sector and simplify the educational routes to come through" (RES8-HEIs2).

Figure 18: Overcoming Challenges associated with People



Considering the range of people related challenges identified in figure 13, it was therefore unsurprising that reviewing and adapting procurement structure and resources were regarded as the primary measure, generating 13 responses. This was followed by 10 responses advocating promoting procurement benefits to wider stakeholders.

Figure 19: Overcoming Challenges associated with Role, Process & Procedures



To overcome challenges associated with role, process and procedures, increasing spend reporting (six responses) was considered the top measure. This was succeeded by increasing knowledge share or collaboration (five responses), followed by instilling early procurement involvement, establishing greater flexibility in procurement contracts or procedures and optimising use of technology. These latter three measures each elicited three responses.

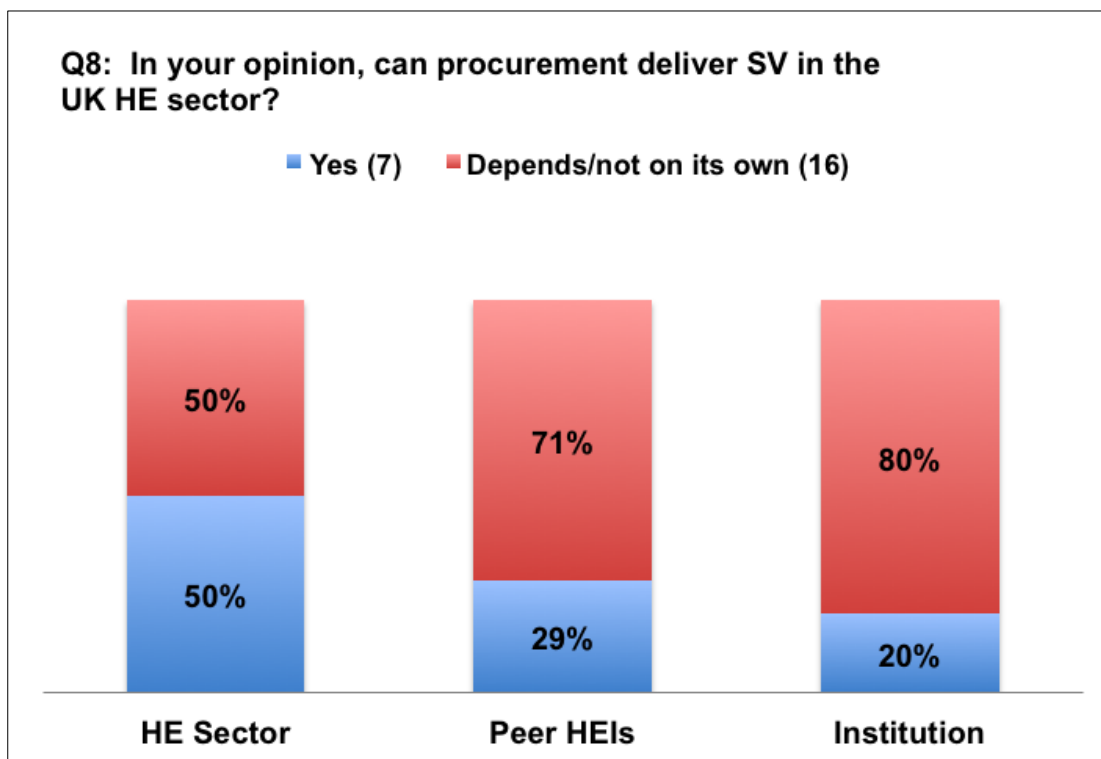
Figure 20: Overcoming Challenges associated with Vision & Culture



Measures to overcome challenges associated with vision and culture were acknowledged from HE sector and institutional respondents. Aligning procurement strategy to institutional strategy was identified as the key measure prompting five responses.

Finally, to support the overall research question and objective three, the last question was delivered to draw the interview to a close and to elicit concluding perspectives regarding whether procurement can deliver SV within the UK HE sector. Figure 21 depicts the response distribution.

Figure 21: Perspectives on whether procurement can deliver SV in the UK HE sector



This question drew seven unconditional and 16 conditional affirmative responses. The following selection of closing quotations emphasise that the ability of procurement to deliver SV depended on a plethora of factors, majority of which being related to cultural and people challenges:

4.5.26 Perspective:

“Whether it will deliver depends on a number of factors being aligned and that’s all the way from strong effective leadership of procurement functions; all the way through to an enlightened senior management group that understand the value of good procurement” (RES2-HE2).

4.5.27 Perspective:

“It’s not an easy yes. It is possible but it needs a lot of the things that we’ve talked about to be in place. So if those things don’t change then no... engaging with the next generation is the key” (RES4-HE4).

4.5.28 Perspective:

"That's not easy. If people can be persuaded to buy into what's available, then change is possible and added value follows from that. It really does go back I think to educating the senior executives, particularly the ones that line manage procurement and making sure that they are ambassadors for the function and what SV it can add, because I think it finishes there otherwise" (RES7-HEIs1).

4.5.29 Perspective:

"I think you've got to have people who want to drive it. If you've got somebody in place who's not got the skills, not got the knowledge and not got the drive to deliver procurement then that's an issue as well" (RES17-INST4).

4.5.30 Perspective:

"Inevitably we have cultural change, we have winning peoples' hearts and minds" (RES20-INST7).

4.5.31 Perspective:

"I think it's more about the degree of SV it can deliver, rather than can it deliver. I've said earlier you feel you can always deliver more, but it's how much resource you can throw at it? How much do you want to change cultures, attitudes and have all those difficult conversations?" (RES9-HEIs3).

4.5.32 Perspective:

"I think there's still a job to be done for raising the profile of procurement" (RES2-HE2).

4.5.33 Perspective:

"I used the words contributing, enabling, supporting. Can it deliver SV on its

own? No. I don't think that's what it's for. It's not. So it is part of the machinery, that's it. So it needs to be well designed and work with the rest of the machine" (RES14-INST1).

Although it may be regarded as a prerequisite for procurement to deliver SV:

4.5.34 Perspective:

"It's not the fact that it can, I think that it has to. It has to be done professionally and it has to be done right" (RES22-INST9).

There was a suggestion that internal factors, institutional commitment as well as the external forces arising from the competitive nature of the wider sector can make it difficult for procurement to actually deliver SV within UK HE:

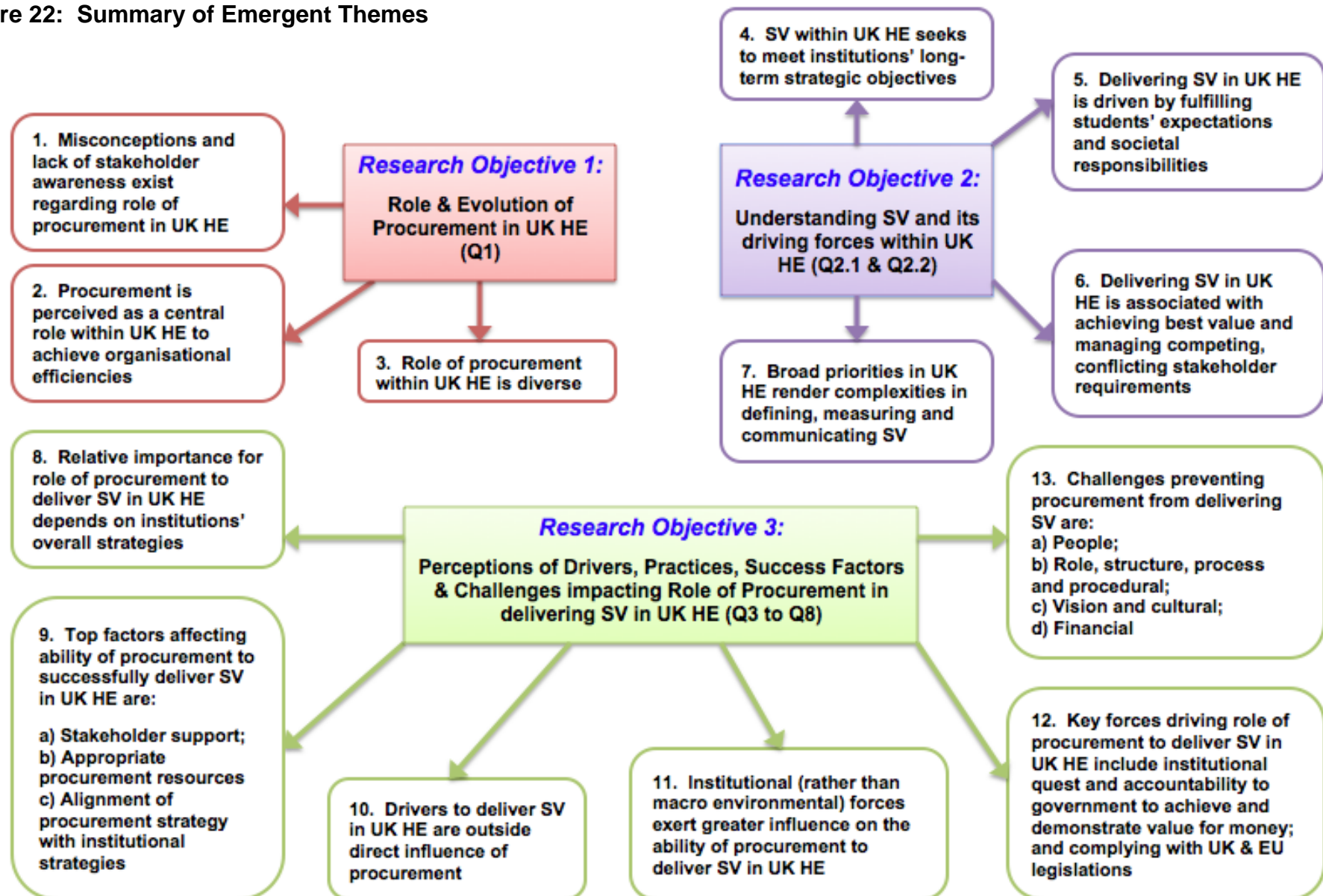
4.5.35 Perspective:

"I think it's got a hard task because we are all running at 100 miles an hour. HE is going through more change than it's done in a long time; in terms of TEF, in terms of competitiveness; in terms of what the government perceives the value of HE gives. In amongst other levels of education and in amongst apprenticeship and other employment, it's a long way down the pecking order. I think HE is down the pecking order and I think that procurement is a long way down the pecking order of priorities in HE. You know there are a lot of other things going on in HE so that would make the can quite hard" (RES23-INST10).

4.6 Summary

The findings identified in this chapter illustrate the key themes relating to the overall research question and individual research objectives (figure 22). In particular, an insightful exploration of perspectives relating to drivers, practices, success factors and challenges associated with the role of procurement in terms of its ability to deliver SV in the context of the UK HE sector is presented. The data in this chapter facilitate the analysis that will be discussed in chapter five.

Figure 22: Summary of Emergent Themes



5 DATA ANALYSIS & INTERPRETATION

5.1 Introduction

This penultimate chapter represents a fusion of theoretical evidence from review of literature (chapter two) with empirical perspectives gathered from interviews (chapter four). These are analysed and interpreted in relation to each research objective. Explicit references to sections, perspectives and theorists are provided where appropriate.

5.2 Research Objective One – to explore theoretical and empirical evidence regarding the role of procurement and its evolution within the UK HE sector.

This research objective sought to understand the role of procurement and how it may have evolved when compared with traditional perspectives found in literature (chapter two). Although review of literature provided a more general role of procurement as a controlling gatekeeper (Grimm, 1999) whose value was only recognised if its remit was focused on tangible goals such as reducing costs (Peteraf, 1993) or increasing profits (Swinder & Seshadri, 2001); findings from empirical research associated its role within UK HE with fulfilling relatively intangible goals. Textual evidence in chapter four indicated the presence of a dichotomy between HE sector and institutional respondents. Views expressed by HE sector respondents alluded to possible misconceptions regarding the role of procurement, as exemplified by:

“A lot of people in HE think that procurement just does the purchasing and then as soon as the purchasing has happened and the goods and services are received or are being received, procurement has no role in that” (RES1-HE1).

Empirical findings supported by statements from institutional respondents concurred with traditional debate (Ammer, 1974; Carr & Smeltzer, 1997), (perspectives 4.3.3 and 4.3.4; section 2.2). Indications of insufficient

awareness and misconceptions about the full extent of the role of procurement were prevalent with the role simplistically associated with buying, as illustrated below:

"I have fallen into that trap of thinking of procurement as specifically the act of buying something" (RES23-INST10).

Additionally, connotations drawn such as from perspective 4.3.8 evoked possible disconnect between procurement leads from peer HEIs and wider stakeholders, with the suggestion that the role was still evolving:

"I don't think that procurement is viewed as a strategic function as yet within the HE sector" (RES10-HEIs4).

Nevertheless, findings revealed that procurement was recognised as a central function within institutions (perspectives 4.3.5 and 4.3.6) with procurement being referred to as "the glue" (RES9-HEIs3); and "the lynch pin that pulls everything together" (RES16-INST3). These support the concept of procurement in the value chain, as identified by Porter (1985) and subsequent theorists Mintzberg et al. (1998) and Johnson et al. (2006) in section 2.5.2. Upon deeper exploration, findings emphasised the role of procurement in UK HE as engendering interrelationships towards achieving organisational efficiencies and ensuring consistency in practice (de Hemmer Gudme, 2017; Pathak & Pathak, 2010).

5.3 Research Objective Two - to advance understanding of SV within the UK HE sector, with particular reference to the forces driving it.

This secondary research objective sought to derive interpretations from respondents as to the meaning of SV. The use of the definition from the Cambridge business English dictionary was purposely intended to incite perspectives of SV (Q2.1). Empirical findings revealed that the majority of respondents associated SV within the context of the UK HE sector as being student focused as offered by Nelles and Vorley (2010) and Young et al. (2016)

in section 2.3. In particular, delivering SV was associated with delivering student centric outcomes (perspectives 4.4.1 to 4.4.3) and optimising financial benefits (perspectives 4.4.5 to 4.4.7). Notwithstanding, respondents observed that the nature of the UK HE environment rendered it difficult to determine what is meant or sought from SV (perspectives 4.4.8 to 4.4.9). Moreover, the plethora of internal and external stakeholders rendered complexities with managing multiple competing priorities as posited by Arlbjørn and Freytag (2012). Accordingly, the need for institutions to understand its own corporate vision and thus interpretation of SV before it can be communicated to stakeholders was highlighted (section 2.5; perspective 4.4.11). This enigma of SV was contextualised and theorised by Carr and Smeltzer (1999), Grant (2010) and Spekman et al. (1994); reflected in section 2.5.3; figure 5 and reaffirmed by:

"A university doesn't necessarily have a single clearly defined strategic objective because what you have is objectives at all sorts of levels of the institution" (RES21-INST8).

"We've got value that we provide to all sorts of communities, the region, stakeholders, so we try to add value to that value" (RES7-HEIs1).

Comparisons from manufacturing and private sector industries (perspectives 4.4.6 to 4.4.7), focusing on areas that procurement can influence and optimising use of the supply chain (perspectives 4.4.16 and 4.4.17) supported theoretical underpinnings from Das and Narasimhan (2000) and Glock and Broens (2011) in section 2.2. These also reaffirmed the competitive and financial pressures outlined in sections 2.3 and 2.4 (HEPA, 2015; Makkar et al., 2008; National Audit office, 2013; Spekman et al., 1994). Furthermore these corresponded to the concept of value generation and exploiting opportunities to derive competitive advantage, as previously acknowledged by Carr and Pearson (2002) and Rajagopal and Bernard (1994) in section 2.5.3.

5.4 Research Objective Three – to explore stakeholder perceptions of drivers, practices, success factors and challenges impacting the role of procurement in delivering SV within the UK HE sector

This third research objective presupposes that the role of procurement exists to deliver SV, as supported by:

“It’s not the fact that it can, I think that it has to. It has to be done professionally and it has to be done right” (RES22-INST9).

Although the role of procurement was regarded as multi-faceted and associated with providing advice, ensuring compliance and being a business enabler to support institutions in its overall strategic objectives (figure 7), there appeared to be mixed views as to whether it was important for its role to deliver SV within the UK HE sector (figure 6), with approximately 50% of the respondents regarding the role as essential in delivering SV; and 20 of the 23 respondents recognising that the contribution by procurement could be improved (figure 8). With regards to delivering SV, this was associated with achieving value for money (National Audit Office, 2013) and reaping financial benefits (section 2.3.1; figure 10) and as exemplified by:

“From a HE perspective, I think they would see value for money as being the bigger driver” (RES10-HEIs4).

Engendering discussions to increase awareness of procurement (table 9; 4.5.21) there were suggestions that procurement contribution could vary from being transactional through to strategic (perspectives 4.5.2 and 4.5.5). Emphasis placed on integrating procurement with institutional strategies reaffirmed protracted debates from Ammer (1974), Carr and Smeltzer (1997), Johnson et al. (1986) and Zheng et al. (2007) in sections 2.5.1 to 2.5.3. These discussions may support why respondents did not necessarily consider the role of procurement as being very important in delivering SV (figure 6) and the mixed views of whether it was operating at tactical or strategic levels (perspectives 4.3.7 to 4.3.10). Similarly, the degree of variability and

subjectivity in defining and quantifying what constituted SV was intrinsically linked to the sector's third mission (Nelles & Vorley, 2010) which were purported to render perceptions and delivery of SV complicated:

"When you come to a university, it's trying to do what the government wants; it's trying to do what the research council wants; it's trying to do what the individual research funders want and what students want; so there is a balance to be struck and so, probably more so in a university than a private company, you will have competing strategic objectives which needs to balance" (RES2-HE2).

A range of macro and micro-environmental influences affecting the delivery of SV was also identified. External forces deemed most significant originated from increased public sector accountability, professional bodies raising the profile of procurement as well as sustainability and social value initiatives (figure 9). Consequently aforementioned stakeholder pressures, supplemented by increased public interest, greater scrutiny and visibility have accentuated the need for institutions to both tangibly deliver results and demonstrate its achievements (figure 10).

Literature and empirical findings reinforced the notion of a continuous iterative cycle to balance contending influences (Cousins, 2005), (section 2.5.1) and as illustrated by the conceptual model (figure 2). Stakeholder perceptions asserted that it was not necessarily forces within the sector that impacted whether procurement can deliver SV but rather a plethora of institutional factors that were considered outside the role's direct sphere of influence (section 4.5) as summarised below.

5.4.1 Drivers

Achieving value for money and ensuring UK and EU legislative compliance were drivers identified by respondents from all clusters (figure 10).

Concurrently, although definitive assumptions cannot be made regarding whether institutional respondents may be experiencing greater pressures than other respondent clusters, findings revealed that institutional respondents

identified accountability to government to demonstrate value for money and competition from other institutions as amongst the top three forces (Q4).

5.4.2 Practices

Of the 85 practices identified as impacting the role of procurement in delivering SV (table 9), 11 were external practices, associated with regional consortia and contributing towards sharing knowledge within the sector. The remaining 74 institutional practices were therefore recognised as having the greatest impact. To positively counter the apparent lack of stakeholder understanding, practices suggested a prerequisite for on-going stakeholder engagement to enhance visibility of the value derived from procurement activities and to continuously enhance processes to bolster the profile of procurement within institutions.

5.4.3 Success Factors & Challenges

Key challenges (figure 12) were associated with people (50%); role, structure, process and procedures (28%) followed by vision and culture (12%) and financial (10%). Negative institutional practices reiterated challenges expressed for Q7.1 (figures 12 to 16). These are provided below:

5.4.3.1 People

Critical success factors influencing the role of procurement in delivering SV were associated with optimising interdependencies and nurturing interrelationships within institutions (Spekman et al., 1994). Perspectives that suggested how contribution by procurement could be improved underpinned the concepts of strategic management (section 2.6.1) and strategic procurement (section 2.6.2). Although regarded as intrinsic characteristics of procurement that empowered institutions towards achieving SV, perspectives suggested the need to change behaviours and perceptions as particularly prevalent. However, it was acknowledged that it depended on the inclination of stakeholders, because:

"if people can be persuaded to buy into what's available, then change is possible and added value follows from that. It really does go back I think to educating the senior executives, particularly the ones that line manage procurement and making sure that they are ambassadors for the function and what SV it can add, because I think it finishes there otherwise" (RES7-HEIs1).

as:

"Inevitably ... we have winning peoples' hearts and minds" (RES20-INST7).

5.4.3.2 Role, Structure, Process & Procedural

Challenges associated with role, structure, process and procedural were associated with the diverse role of procurement. Structure and appropriate numbers of experienced procurement resources accorded to the resource-based view of procurement (section 2.6.3). Process and procedural challenges included use of out-dated technology, seemingly disproportionate and bureaucratic processes associated with EU and UK legislations, inflexible frameworks and insufficient planning (figures 14 and 19).

5.4.3.3 Vision & Cultural

Vision and cultural challenges were also elicited (figure 16). Factors cited to overcome these challenges (figure 20) included the need to align procurement strategy to institutional strategy, communicating the strategic vision throughout the institution and increasing corporate governance. Identified as attributes that could increase awareness of a profession regarded in UK HE as being relatively new (perspective 4.5.9) these reinforced the resource-based view (RBV) (section 2.6.3) provided by Lynch and Baines (2004) and Izquierdo et al. (2015). There were also suggestions of varying degrees of procurement maturity within the sector with some institutions seemingly more established than others (perspective 4.5.5). Accordingly this was recognised as influencing the level of understanding and appreciation for the role of procurement (Reck & Long, 1988).

5.4.3.4 Financial

Financial factors offered multiple perspectives. Financial austerity both within and outside the sector was recognised as a significant force that drove procurement to deliver SV (section 2.3.1). However, financial challenges were regarded as relatively less influential attributes when compared with other challenges identified within institutions (figure 12).

5.4.4 Impact of Stakeholder Perceptions

Fundamentally, this analysis has identified stakeholders' perceptions of the attributes of SV (figure 5), the role of procurement (figure 7) and factors impacting the role of procurement to deliver SV (table 9; figures 9 to 21). These views reaffirmed parallels between an institution's overall vision, its strategy and how these can influence expectations and therefore the direction of the role of procurement within UK HE (perspectives 4.5.16 to 4.5.18; section 2.6). Simultaneously, these were suggested as capable of either underlining or undermining the role of procurement to deliver SV (perspectives 4.5.3 to 4.5.20; figures 11 to 16) as it:

"... depends on a number of factors being aligned and that's all the way from strong effective leadership of procurement functions; all the way through to an enlightened senior management group that understand the value of good procurement" (RES2-HE2).

5.5 Summary

This chapter has synthesised the key themes associated with the research question. The interpretivist approach adopted has also enabled plausible explanations to be drawn from inferences gathered throughout this study. Whilst the majority of themes corresponded with review of literature, primary data gathered from respondents have facilitated richer analysis of perspectives regarding the explicit role of procurement in delivering SV within the context of UK HE.

6 CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This closing chapter synthesises the study's findings, analysis and interpretation before drawing conclusions to the overall research question and objectives. Additionally, a critical reflective evaluation of the adopted methodology is also provided. Finally, limitations of this study, implications for the role of procurement within UK HE and opportunities for future research are discussed.

6.2 Critical & Reflective Evaluation of Adopted Methodology

Justification for the choice of research methodology was outlined within chapter three. The adoption of an interpretivist pragmatist approach is aligned to the ontological perspectives, axiology and philosophical positions of the researcher. Asserting that situational phenomena can give rise to perceptions that in turn influence meanings, the approach entailed assimilating a range of divergent perspectives following 23 interviews from three clusters of respondents into one cross-sectional study. Consequently, this methodology facilitated the gathering of candid perspectives from respondents and accomplished with some degree of success, the intended objective of an exploratory study (Easterby-Smith et al., 2015).

The decision to undertake a cross-sectional study was to ensure authenticity, auditability, credibility and reliability when gathering and triangulating data; and to alleviate possible bias on the part of respondents or researcher positionality (Easterby-Smith et al., 2015; Saunders et al., 2012). Whilst numbers of interviews undertaken may be regarded as somewhat ambitious to achieve within a relatively short time frame, the determination to do so was an attempt to generate depth to analysis and interpretation. Admittedly, the number of interviews conducted within the timescales did protract the research period and associated activities, adding to time pressures. Correspondingly, this approach

required significant organisation on the part of the researcher in terms of time and project management to logistically coordinate interviews possibly giving rise to criticism. Consequently, critical success factors of this study included the extensive prior planning and early engagement activities undertaken to secure interest. These were instigated some six months prior to the research proposal being approved. Explicit details of how access to shortlisted participants was negotiated and engagement activities undertaken are provided in appendix 1.1. Eminently, the final respondent sample was regarded worthwhile by facilitating comparisons and overall conclusions that reinforced findings.

In gathering perspectives, interviews were allowed to continue until respondents had the opportunity to answer all available questions. Although questions were previously piloted to ensure interviews could be reasonably concluded within 40 minutes, in practice interviews actually ranged between 31 to 94 minutes (table 5). In endeavouring to elicit deeper perspectives further probing questions were asked. However, the extra data accumulated resulted in complexities when coding as initially, attempts were made to code and analyse data in detailed minutiae. As this entailed an extensive and voluminous amount of cross-referencing to cope with the intricate and disparate level of information, such a meticulous level of analysis proved onerous and detracted from the ability to gather conclusive findings and interpretations.

Consequently, to draw relevant comparable findings and to better manage the analysis, a more structured approach was undertaken to codify information according to the overall main and sub-themes of the question set. This was particularly beneficial in terms of gathering respondent interpretations of SV and classifying perceptions of drivers, practices, success factors and challenges identified. Ultimately, whilst it may be ascertained that this exploratory study was successful in eliciting reflective insightful perspectives that further inspired and fuelled the momentum of this study; the approach adopted proved particularly challenging when codifying the number of interview transcripts within the timeframe.

6.3 Conclusions About the Research Objectives (Aims)

As the structure of chapter five synthesised findings, to a certain extent conclusions about the research questions have already been provided. The following sections will therefore highlight key points and where applicable discuss whether these agree or disagree with previous academic research. Findings derived from the first three research objectives sought to advance understanding of the role of procurement and interpretation of SV within UK HE in order to establish whether influences existed that impacted on the delivery of SV by procurement. Through assimilation of conclusions in this chapter, the fourth and final research objective will propose recommendations on enhancing the role of procurement towards delivering SV within the UK HE sector.

6.3.1 Research Objective One

This paper began by postulating that the role of procurement within UK HE is to deliver SV. Findings derived (chapter four) epitomised the inherent and protracted debate of some 50 years ago (section 2.2) that sought to determine the role held by procurement in terms of adding value (Ammer, 1974; Ansoff, 1965). Discussions from literature mirrored empirical research that questioned whether procurement contribution was regarded as administrative (Cammish & Keough, 1991) and operating at strategic or tactical levels (Ansoff, 1965; Ramsey, 2001). Stakeholder perspectives reinforced traditional contentions that a lack of awareness existed with regard to procurement within UK HE and that its role may be misconceived. Views that the role of procurement was regarded as central to achieving organisational efficiencies via engendering relationships concurred with academic literature.

However, contrary to literature that associated the traditional role of procurement with delivering tangible financial benefits (Peteraf, 1993; Swinder & Seshadri, 2001), empirical research found that the role of procurement in today's UK HE environment was regarded as a multi-faceted business enabler with diverse and relatively intangible objectives (Q3.2). Furthermore, assertions

that the role of procurement within UK HE as relatively new (perspective 4.5.9); possibly in a state of evolution (perspective 4.3.8); and simplistically associated with the activity of buying (perspectives 4.3.1 to 4.3.4) were not substantiated in review of literature. However, this was unsurprising, as despite an extant review of literature there appeared to have been very few sources of studies on the explicit role of procurement within UK HE. As addressed within the introductory chapter, the purpose of and justification for this study is to contribute to the apparent limited research on the role of procurement within UK HE.

6.3.2 Research Objective Two

Stakeholder perspectives echoed review of literature (section 2.5.3) that associated SV with an organisation's long-term direction (Grant, 2010). These emphasised that the dynamic nature and forces of the highly competitive UK HE environment rendered SV being in a permanent state of perpetual flux (NIGP, 2015). Accordingly, these drivers were illustrated as giving rise to changing strategic priorities over time (Cousins, 2005).

The concept of delivering SV within UK HE institutions was acknowledged as being student oriented (perspectives 4.4.1 to 4.4.4; section 2.3), ensuring future sustainability and strong financial management. These perspectives appeared to be supported by prior research (Fotea & Gutu, 2016; Walker & Brammer, 2009). Broad priorities within UK HE from multiple stakeholders and their perception of SV were expressed as drivers. These resonated with previous academic debate associated with distinguishing between long-term and transactional value that subsequently influenced the SV being pursued (Arlbjørn & Freytag, 2012; Bowman & Ambrosini, 2000; Philippart, 2016). This further reiterated the complexity and enigma of delivering SV within the sector (perspectives 4.4.8 to 4.4.11; section 2.6).

6.3.3 Research Objective Three

This third research objective sought to elicit stakeholder perceptions regarding drivers and contributing attributes influencing the role of procurement within UK HE. Factors influencing procurement contribution in delivering SV were acknowledged to be from mid 1990s (figure 9). These were recognised as outside the immediate influence of procurement that did not appear to have been expressly provided for in previous review of literature. With regard to practices (table 9), the majority were recognised as institutional influences with the exception of consortia initiatives and knowledge share amongst the sector. Practices identified were explicit to UK HE and did not appear to have been supported by previous academic theorists.

Drivers impacting the role of procurement to deliver SV (figure 10) however, did appear to be supported by relatively recent literature that emphasised institutional accountability to government, demonstrating UK and EU compliance and the quest to achieve value for money (Browne, 2010; Makkar et al., 2008; Young et al., 2016). With regards success factors and challenges, attributes gathered relating to people, role, structure, process and procedural were capable of being contextualised to the theoretical underpinnings explicated in section 2.6 (Carr & Smeltzer, 1999; Cavinato, 1999; Ellram & Liu, 2002; Gluck et al., 1980; Johnson et al., 2006). Stakeholder recognition that the role of procurement was influenced by institutions' vision and culture also concurred with previous academic debate (Narasimhan & Carter, 1998; Spekman, 1985). Within the context of UK HE, as stakeholder perceptions of procurement were identified as concurrently affecting the ability of the role to evolve (Grant, 2010), these perceptions were also regarded as simultaneously having an impact on institutions' individual levels of procurement maturity (perspectives 4.5.5 to 4.5.8). Finally, although financial factors were acknowledged as significant drivers with regard to achieving value for money, financial challenges were recognised as having the least impact on the actual role of procurement towards delivering SV.

6.3.4 Research Objective Four

Encapsulated from findings, analysis, interpretation and aforementioned conclusions, this objective provides recommendations as to how the role of procurement within UK HE may be enhanced to deliver SV. Having gained awareness that practices, success factors and challenges were primarily institutional influences, an implied symbiotic relationship between the role of procurement and its stakeholders appears to exist. Findings appear to suggest that the ability of the role of procurement to deliver SV is significantly influenced by stakeholders' perceptions and understanding.

Accordingly, the following recommendations are proposed:

1. Senior management to provide clarity of institutions' overall strategic vision thereby reaffirming what constitutes SV;
2. Procurement leads and senior management to jointly commit to achieving congruence between corporate and procurement strategies as well as early incorporation of procurement considerations into strategic management and planning activities;
3. Senior management and wider stakeholders to commit to driving change initiatives that empower the role of procurement to deliver SV.
Objectives to be specific measureable achievable realistic and time-bound;
4. Procurement leads and institutional stakeholders to jointly commit to aligning procurement activities to achieving benefits sought from business strategies;
5. To assure long-term procurement benefits and future proof competencies, senior management should support procurement leads towards improving procurement maturity.

Ultimately, this research suggests that whether or not procurement can deliver SV relies on institutions' ascription of SV and its commitment to empower procurement to deliver it. Accordingly, it is recommended that this study be shared with sector wide and institutional stakeholders to foster such commitment.

6.4 Conclusions About the Research Question

To conclude, the role of procurement in terms of delivering SV within the UK HE sector has been portrayed as both axiomatic and imperative. Whilst perspectives have suggested that the role of procurement within UK HE is evolving, contemporary challenges identified within this study still appear to reflect those of some 50 years ago. Fundamentally, this study has highlighted that the ability of procurement to deliver SV within UK HE is impacted by the increasingly complex and competitive forces of the UK HE macro-environment, institutions' clarity of its strategic pursuits and stakeholders' understanding of the role of procurement. Accordingly, it is suggested that the ability of procurement to deliver what is ascribed to be SV in UK HE relies on overcoming internal institutional challenges that are outside the immediate influence of its role whilst balancing the constant juxtapositioning of macro-environmental forces that are outside the influence of individual institutions.

6.5 Overall Conclusions

This study has suggested that for the role of procurement to deliver SV within the UK HE sector depends upon each institution's strategic orientation and how procurement goals can be aligned to positively impact on corporate performance. Hereinafter it is proposed that the alignment of procurement strategies with institutional strategies should be continuously reviewed. Moreover, perspectives have indicated that by institutions focusing on achieving congruence in its configuration of procurement resources and competencies, the role of procurement should be better placed to fulfil institutional objectives and therefore to deliver SV (Rozemeijer et al., 2003).

6.6 Limitations

It is acknowledged that application of a non-probabilistic strategy to select participants as well as positionality of the researcher could have influenced the

the responses provided and how findings have been interpreted. To alleviate this possibility, attempts were made to ensure that this study would achieve internal validity and generalisability by facilitating comparisons of perspectives between respondent clusters (Easterby-Smith et al., 2015; Hart, 2005). Accordingly, the sampling strategy devised whereby a cluster sampling technique was used to select respondents enabled the data to be discerned and triangulated within the context of this study.

6.7 Opportunities for Further Research

Numerous opportunities for further research are recognised. Although this paper comprised a cross-sectional study with 23 respondents from UK HE, when compared with the potential sample frame for the entire sector, this research may be regarded as relatively small scale. To determine whether similar perceptions exist in other institutions, further research will be necessary which can include stakeholders from other HEIs. If time is not a constraint, undertaking a longitudinal study may yield contrasting perspectives to those derived from this study.

Moreover, the application of a probability sampling strategy could ensure greater equivalence of respondents by selecting participants based on institutional ranking positions. Alternatively, if intention is to facilitate greater comparable insights, participant selection may be based on institutions with similar levels of procurement maturity. Furthermore, if a multiple methods research design was to be adopted, a positivist approach could also be accommodated whereby statistical information could be deduced to support qualitative evidence gathered. Finally, opportunities for further research could consider studying the role of procurement in delivering SV at other organisations such as further education colleges, local authorities or in manufacturing and private sectors.

7 REFERENCES

- Adams, R. (2014, March 26). Lower government funding will hit university teaching budgets in England. *The Guardian*. Retrieved from <https://www.theguardian.com/education/2014/mar/26/lower-government-funding-university-teaching-england>
- Ahmed, J. U., Ahmed, K. U., Shimul, M. A. S., & Zuñiga, R. (2015). Managing strategies for higher education institutions in the UK: An Overview. *Higher Education for the Future*, 2(1), 32–48. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/2347631114558189>
- Ammer, D. S. (1974). Top management's view of the purchasing function. *Journal of Purchasing and Materials Management*, 10(3), 5-15. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1745-493X.1974.tb00606.x/pdf>
- Ansoff, H. I. (1965). *Corporate Strategy: An analytical approach to business policy for growth and expansion*. New York, NY: McGraw-Hill.
- Arlbjørn, J. S., & Freytag, P. V. (2012). Public procurement vs private purchasing: Is there any foundation for comparing and learning across the sectors? *International Journal of Public Sector Management*, 25(3), 203–220. Retrieved from <https://doi.org/10.1108/09513551211226539>
- Bishop, J. E. (2002). Consortium purchasing. *New Directions for Higher Education*, 2002(120), 81–88. Retrieved from <http://dx.doi.org/10.1002/he.92>
- Bowman, C., & Ambrosini, V. (2000). Value creation versus value capture: Towards a coherent definition of value in strategy. *British Journal of Management*, 11(1), 1–15. Retrieved from <http://dx.doi.org/10.1111/1467-8551.00147>

- Brace, I. (2008). *Questionnaire design. How to plan, structure and write survey material for effective market research*. (2nd ed.). London, United Kingdom: Kogan Page.
- Brewerton, P. M., & Millward, L. (2001). *Organisational research methods. A guide for students and researchers*. London, United Kingdom: Sage Publications.
- Briggs, A. R. J., & Coleman, M. (2007). *Research methods in educational leadership and management*. (2nd ed.). London, United Kingdom: Sage Publications.
- Browne, J. (2010). Securing a sustainable future for higher education. *Independent Review of Higher Education Funding & Student Finance*. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422565/bis-10-1208-securing-sustainable-higher-education-browne-report.pdf
- Bryman, A., & Bell, E. (2015). *Business research methods*. (4th ed.). Oxford, United Kingdom: Oxford University Press.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. (4th ed.). Hoboken, N.J: Wiley.
- Cambridge University Press. (2011). *Procurement*. In *Cambridge University Press. (Ed.), Cambridge business English dictionary*, (p.660). Cambridge, United Kingdom: Cambridge University Press.
- Cambridge University Press. (2011). *Strategic value*. In *Cambridge University Press. (Ed.), Cambridge business English dictionary*, (p.819). Cambridge, United Kingdom: Cambridge University Press.

- Cameron, S., & Price, D. (2009). *Business research methods. A practical approach*. London, United Kingdom: Chartered Institute of Personnel and Development.
- Cammish, R. & Keough, M. (1991). A strategic role for purchasing. *The McKinsey Quarterly*, (3), 22-39.
- Carr, A. S., & Pearson, J. N. (2002). The impact of purchasing and supplier involvement on strategic purchasing and its impact on firm's performance. *International Journal of Operations and Production Management*, 22(9/10), 1032–1053. Retrieved from <https://search.proquest.com/docview/232358329/fulltextPDF/4FD6C234C75C4950PQ/1?accountid=14620>
- Carr, A. S., & Smeltzer, L. R. (1997). An empirically based operational definition of strategic purchasing. *European Journal of Purchasing & Supply Management*, 3(4), 199–207. Retrieved from [https://doi.org/10.1016/S0969-7012\(97\)00014-2](https://doi.org/10.1016/S0969-7012(97)00014-2)
- Carr, A. S., & Smeltzer, L. R. (1999). The relationship of strategic purchasing to supply chain management. *European Journal of Purchasing & Supply Management*, 5(1999), 43–51. Retrieved from [https://doi.org/10.1016/S0969-7012\(98\)00022-7](https://doi.org/10.1016/S0969-7012(98)00022-7)
- Cavinato, J. L. (1999). Fitting purchasing to the five stages of strategic management. *European Journal of Purchasing and Supply Management*, 5(1999), 75–83. Retrieved from [https://doi.org/10.1016/S0969-7012\(99\)00012-X](https://doi.org/10.1016/S0969-7012(99)00012-X)
- Chen, I. J., Paulraj, A., & Lado, A. A. (2004). Strategic purchasing, supply management, and firm performance. *Journal of Operations Management*, 22(2004), 505–523. Retrieved from <https://doi.org/10.1016/j.jom.2004.06.002>

- Conlon, G., Ladher, R., & Halterbeck, M. (2017). *The determinants of international demand for UK higher education*. (HEPI report 91). Retrieved from Higher Education Policy Institute website: <http://www.hepi.ac.uk/2017/01/12/3780/>
- Cousins, P. D. (2005). The alignment of appropriate firm and supply strategies for competitive advantage. *International Journal of Operations & Production Management*, 25(5), 403-428. Retrieved from <https://doi.org/10.1108/01443570510593120>
- Cousins, P. D., Lawson, B., & Squire, B. (2006). An empirical taxonomy of purchasing functions. *International Journal of Operations & Production Management*, 26(7), 775–794. Retrieved from <https://doi.org/10.1108/01443570610672239>
- Cox, A. (1996). Relational competence and strategic procurement management: Towards an entrepreneurial and contractual theory of the firm. *European Journal of Purchasing and Supply Management*, 2(1), 57-70. doi:10.1016/0969-7012(95)00019-4
- Das, A., & Narasimhan, R. (2000). Purchasing competence and its relationship with manufacturing performance. *The Journal of Supply Chain Management*, 36(2), 17-28. Retrieved from <https://search.proquest.com/docview/235220128?accountid=14620>
- de Hemmer Gudme, O. (2017). A new strategic role for purchasing: Business partner for value(s) creation. *Strategic Direction*, 33(2), 27-29. Retrieved from <https://doi.org/10.1108/SD-11-2016-0160>
- Easterby-Smith, M., Thorpe, R., & Jackson, P. R. (2015). *Management & business research*. (5th ed.). London, United Kingdom: Sage Publications.
- Ellram, L. M., & Carr, A. S. (1994). Strategic purchasing: A history and review of the literature. *International Journal of Purchasing and Materials*

Management, 30(2), 10-18. Retrieved from
<https://search.proquest.com/docview/235216466?accountid=14620>

Ellram, L. M., & Liu, B. (2002). The financial impact of supply management. *Supply Chain Management Review*, 6(6), 30–37.

Farmer, D. H. (1978). Developing purchasing strategies. *Journal of Supply Chain Management*, 14(3). 6-11. Retrieved from
<http://onlinelibrary.wiley.com/doi/10.1111/j.1745-493X.1978.tb00427.x/epdf>

Fearon, H. E. (1989). Historical evolution of the purchasing function. *Journal of Purchasing and Materials Management*, 25(1), 71 - 81. Retrieved from
<http://onlinelibrary.wiley.com/doi/10.1111/j.1745-493X.1989.tb00474.x/pdf>

Ferguson, W. C., Hartley, M. F., Turner, G. B., & Pierce, E. M. (1996). Purchasing's role in corporate strategic planning. *International Journal of Physical Distribution & Logistics Management*, 26(4), 51-62. Retrieved from <https://search.proquest.com/docview/232588345?accountid=14620>

Fisher, C., Buglear, J., Lowry, D., Mutch, A., & Tansley, C. (2007). *Researching and writing a dissertation: A guidebook for business students*. (2nd ed.). Essex, United Kingdom: Pearson Education.

Fotea, A. C., & Gutu, C. (2016). Historical and theoretical framework of the relation between higher education institutions and the process of regional economic development. *Entrepreneurial Business and Economics Review*, 4(1), 23-42. Retrieved from
<http://dx.doi.org/10.15678/EBER.2016.040103>

Freeman, V. T., & Cavinato, J. L. (1990). Fitting purchasing to the strategic firm: Frameworks, processes, and values. *Journal of Purchasing & Materials Management*, 26(1), 6-10. Retrieved from
<https://search.proquest.com/docview/235214619?accountid=14620>

- Fung, P. (1999). Managing purchasing in a supply chain context - evolution and resolution. *Logistics Information Management*, 12(5), 362-366.
Retrieved from <https://search.proquest.com/docview/220021138?pq-origsite=summon&accountid=14620>
- Gershon, P. (1999). *Review of Civil Procurement in Central Government*.
Retrieved from
https://www1.toronto.ca/inquiry/inquiry_site/cd/gg/add_pdf/77/Procurement/Electronic_Documents/UK/U.K._Gershon_Report.pdf
- Ghauri, P. N., & Grønhaug, K. (2002). *Research methods in business studies. A practical guide*. (2nd ed.). Essex, United Kingdom: Pearson Education.
- Glock, C. H., & Broens, M. G. (2011). The organization of purchasing at German universities: An empirical investigation. *International Journal of Public Administration*, 34(10), 662–673.
doi:10.1080/01900692.2011.583774
- Gluck, F. W., Kaufman, S. P., & Walleck, A. S. (1980). Strategic management for competitive advantage. *Harvard Business Review*, 7(1980).
Retrieved from <https://hbr.org/1980/07/strategic-management-for-competitive-advantage>
- Grant, R. M. (2010). *Contemporary strategy analysis. Text and cases*. (7th ed.). West Sussex, United Kingdom: Wiley.
- Grimm, R. (1999). A shifting paradigm. *The Public Purchaser*, 2(2), 28.
- Handy, C. (1993). *Understanding Organizations. How understanding the ways organizations actually work can be used to manage them better*. (4th ed.). London, United Kingdom: Penguin Books.
- Hart, C. (2005). *Doing your masters dissertation. Realizing your potential as a social scientist*. London, United Kingdom: Sage Publications.

- Havergal, C. (2016, May 16). HE white paper: fees could go down as well as up under TEF. *Times Higher Education*. Retrieved from <https://www.timeshighereducation.com/news/he-white-paper-fees-could-go-down-well-under-tef>
- Higher Education Funding Council for England. (2006). *Procurement in higher education – a time of change. Consultation*. Retrieved from http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.hefce.ac.uk/pubs/hefce/2006/06_33a/06_33a.pdf
- Higher Education Funding Council for England. (2013). *Higher education in England: Impact of the 2012 reforms*. Retrieved from <http://www.hefce.ac.uk/media/hefce/content/about/Introduction/About,HE,in,England/Impact,report/2013.03.pdf>
- Higher Education Funding Council for England. (2016). *Value for money reporting*. (Circular letter 23/2016). Retrieved from http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2016/CL,232016/CL2016_23.pdf
- Higher Education Procurement Association. (2015). *Consolidation and maturity. Report of the 2015 HEPA heads of procurement (HoP) survey*. Retrieved from <https://www.hepa.ac.uk/Resources/News/View?g=b84dcd87-32d6-48a1-9ee6-124c0c3e3c30&m=5&y=2015>
- Hillman, N. (2014). *A guide to the removal of student number controls*. (HEPI report 69). Retrieved from Higher Education Policy Institute website: <http://www.hepi.ac.uk/2014/09/18/guide-removal-student-number-controls/>
- Izquierdo, C. C., Samaniego, M. J. G., & Cabezudo, R. S. J. (2015). How strategic purchasing orientation and transformational leadership impact performance: The mediating role of information and communication technologies. *Journal of Business-to-Business Marketing*, 22(4), 269-292, Retrieved from <http://dx.doi.org/10.1080/1051712X.2015.1115701>

- Johnson, G., Scholes, K., & Whittington, R. (2006). *Exploring Corporate Strategy*. (7th ed.). Essex, United Kingdom: Pearson Education.
- Kidd, A. (2005). *The definition of procurement*. Retrieved from The Chartered Institute of Procurement & Supply website:
https://www.cips.org/Documents/CIPSAWhitePapers/2006/Definition_of_Procurement.pdf
- Lynch, R., & Baines, P. (2004). Strategy development in UK higher education: Towards resource-based competitive advantages. *Journal of Higher Education Policy and Management*, 26(2), 171-187.
doi:10.1080/1360080042000218249
- Makkar, U., Gabriel, E. O., & Tripathi, S. K. (2008). Value chain for higher education sector case studies of India and Tanzania. *Journal of Services Research*, 183-200. Retrieved from
<https://search.proquest.com/docview/195558983?accountid=14620>
- Marshall, S. (2007). *Strategic leadership of change in higher education: What's new?* Oxon, United Kingdom: Routledge.
- McPhee, W., & Wheeler, D. (2006). Making the case for the added-value chain. *Strategy & Leadership*, 34(4), 39-46. Retrieved from
<https://doi.org/10.1108/10878570610676873>
- McWilliams, A., & Siegel, D. S. (2011). Creating and capturing value: Strategic corporate social responsibility, resource-based theory, and sustainable competitive advantage. *Journal of Management*, 37(5), 1480-1495.
doi:10.1177/0149206310385696
- Mintzberg, H. (1987). The strategy concept I: five ps for strategy. *California Management Review*, 30(1), 11–24. Retrieved from
<http://journals.sagepub.com/doi/abs/10.2307/41165263>

- Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard Business Review*, 72(1), 107–115. Retrieved from <https://hbr.org/1994/01/the-fall-and-rise-of-strategic-planning>
- Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari. The complete guide through the wilds of strategic management*. Harlow: United Kingdom: Pearson Education.
- Narasimhan, R., & Das, A. (2001). The impact of purchasing integration and practices on manufacturing performance. *Journal of Operations Management*, 19(5), 593–609. doi:10.1016/S0272-6963(01)00055-9
- Narasimhan, R., & Carter, J. R. (1998). Linking business unit and material sourcing strategies. *Journal of Business Logistics*, 19(2), 155-171. Retrieved from <https://search.proquest.com/docview/212596095?accountid=14620>
- National Audit Office. (1999). *Modernising procurement. Report by the comptroller and auditor general*. (HC808 Session 1998-99). Retrieved from <https://www.nao.org.uk/wp-content/uploads/1999/10/9899808.pdf>
- National Audit Office. (2013). *Getting value for money from procurement. How auditors can help*. Retrieved from <http://webarchive.nationalarchives.gov.uk/20130802191146/http://www.nao.org.uk/wp-content/uploads/2013/02/vfmprocurementguide.pdf>
- Nelles, J., & Vorley, T. (2010). From policy to practice: Engaging and embedding the third mission in contemporary universities. *International Journal of Sociology and Social Policy*, 30(7/8), 341-353. Retrieved from <https://doi.org/10.1108/01443331011060706>
- NIGP: The Institute for Public Procurement. (2015). *The strategic value of procurement in public entities. Bringing greater value, trust and success to government leaders and their communities*. Retrieved from

<https://www.nigp.org/docs/default-source/New-Site/position-papers/strategicvalueofprocurement2015cap.pdf?sfvrsn=2>

Oliver, P. (2014). *Writing your thesis*. (3rd ed.). London, United Kingdom: Sage Publications.

Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.

Osborne, G. (2015, July 08). *Chancellor George Osborne's summer budget 2015 speech*. Retrieved from <https://www.gov.uk/government/speeches/chancellor-george-osbornes-summer-budget-2015-speech>

Pathak, V., & Pathak, K. (2010). Reconfiguring the higher education value chain. *Management in Education*, 24(4), 166-171. Retrieved from <https://doi.org/10.1177/0892020610376791>

Paulraj, A., Chen, I. J., & Flynn, J. (2006). Levels of strategic purchasing: Impact on supply integration and performance. *Journal of Purchasing and Supply Management*, 12(3), 107–122. doi:10.1016/j.pursup.2006.08.002

Peteraf, M. A. (1993). The cornerstone of competitive advantage: A resource-based view. *Strategic Management Journal*, 14(3), 179–191.

Peteraf, M. A., & Bergen, M. E. (2003). Scanning dynamic competitive landscapes: A market-based and resource-based framework. *Strategic Management Journal*, 24(10), 1027-1041. doi:10.1002/smj.325

Philippart, M. (2016). The procurement dilemma: Short-term savings or long-term shareholder value? *Journal of Business Strategy*, 37(6), 10-17. Retrieved from <https://doi.org/10.1108/JBS-11-2015-0114>

Pop Sitar, C. (2012). The strategic role of purchasing management in the knowledge based society. *Management & Marketing*, X(1), 105-116.

- Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance: With a new introduction*. New York, NY: The Free Press.
- Quayle, M., & Quayle, S. (2000). The impact of strategic procurement in the UK further and higher education sectors. *The International Journal of Public Sector Management*, 13(3), 260-284. Retrieved from <https://search.proquest.com/docview/234414098?accountid=14620>
- Rajagopal, S., & Bernard, K. N. (1994). Creating strategic change in procurement orientation: A strategy for improving competitiveness. *European Journal of Purchasing and Supply Management*, 1(3), 149–160. Retrieved from [https://doi.org/10.1016/0969-7012\(94\)90004-3](https://doi.org/10.1016/0969-7012(94)90004-3)
- Ramsay, J. (2001). Purchasing's strategic irrelevance. *European Journal of Purchasing and Supply Management*, 7(4), 257–263. Retrieved from [https://doi.org/10.1016/S0969-7012\(01\)00007-7](https://doi.org/10.1016/S0969-7012(01)00007-7)
- Reck, R. F., & Long, B. G. (1988). Purchasing: a competitive weapon. *Journal of Purchasing and Materials Management*, 24(3), 2-8. Retrieved from <https://search.proquest.com/docview/235198103?accountid=14620>
- Rozemeijer, F. (2000). How to manage corporate purchasing synergy in a decentralised company? Towards design rules for managing and organising purchasing synergy in decentralised companies. *European Journal of Purchasing & Supply Management*, 6(2000), 5-12. Retrieved from [https://doi.org/10.1016/S0969-7012\(99\)00034-9](https://doi.org/10.1016/S0969-7012(99)00034-9)
- Rozemeijer, F. (2008). Purchasing myopia revisited again? *Journal of Purchasing & Supply Management*, 14(2008), 205–207. Retrieved from <https://doi.org/10.1016/j.pursup.2008.06.001>
- Rozemeijer, F. A., van Weele, A., & Weggeman, M. (2003). Creating corporate advantage through purchasing: toward a contingency model. *The Journal of Supply Chain Management*, 39(1), 4-13. Retrieved from

<https://search.proquest.com/docview/235220225?pq-origsite=summon&accountid=14620>

- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students*. (6th ed.). Essex, United Kingdom: Pearson Education.
- Savin-Baden, M., & Major, C. H. (2010). *New approaches to qualitative research. Wisdom and uncertainty*. Oxon, United Kingdom: Routledge.
- Schneider, L., & Wallenburg, C. M. (2013). 50 years of research on organizing the purchasing function: Do we need any more? *Journal of Purchasing and Supply Management*, 19(3), 144-164. Retrieved from <https://doi.org/10.1016/j.pursup.2013.05.001>
- Smith, P. (2015). *Future challenges for procurement in higher education*. Retrieved from <http://www.efficiencyexchange.ac.uk/6154/future-challenges-for-procurement-in-the-higher-education-sector/>
- Spekman, R. E. (1981). A strategic approach to procurement planning. *Journal of Purchasing and Materials Management*, 17(4), 2-8. Retrieved from <https://doi.org/10.1111/j.1745-493X.1981.tb00038.x>
- Spekman, R. E. (1985). Competitive procurement strategies: building strength and reducing vulnerability. *Long Range Planning*, 18(1), 94–99. Retrieved from [https://doi.org/10.1016/0024-6301\(85\)90184-0](https://doi.org/10.1016/0024-6301(85)90184-0)
- Spekman, R. E., Kamauff, J. W., & Salmond, D. J. (1994). At last purchasing is becoming strategic. *Long Range Planning*, 27(2), 76-84.
- Stokes, P. (2011). *Key concepts in business and management research methods*. Hampshire, United Kingdom: Palgrave Macmillan.
- Stokes, P., & Wall, T. (2014). *Research methods*. London, United Kingdom: Palgrave.

- Swinder, J., & Seshadri, S. (2001). The influence of purchasing strategies on performance. *Journal of Business and Industrial Marketing*, 16(4), 294–306. Retrieved from <https://doi.org/10.1108/EUM0000000005502>
- Tassabehji, R., & Moorhouse, A. (2008). The changing role of procurement: Developing professional effectiveness. *Journal of Purchasing and Supply Management*, 14(1), 55-68. doi:10.1016/j.pursup.2008.01.005
- Telgen, J., & Pop-Sitar, C. E. (2001). Possible kinds of values added by the purchasing department. In: *Proceedings of the 10th International Annual IPSERA Conference, 8-11 April 2001, Jönköping, Sweden*. 803-813. Retrieved from <http://doc.utwente.nl/42595/1/ValuesAddedByPD.pdf>
- Universities UK. (2011). *Efficiency and effectiveness in higher education: A report by the universities UK efficiency and modernisation task group*. London: United Kingdom: Author. Retrieved from <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2011/report-by-efficiency-and-modernisation-task-group.pdf>
- Universities UK. (2015). *Patterns and trends in UK higher education 2015*. London: United Kingdom: Author. Retrieved from <http://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Pages/patterns-and-trends-uk-higher-education-2015.aspx>
- University of Chester. (2016). *Research ethics policy and procedures* [Fact sheet]. Chester, United Kingdom: Author.
- van Weele, A. J. (1984). Purchasing performance measurement and evaluation. *Journal of Purchasing and Materials Management*, 20(3), 16–22.
- van Weele, A. J., & Rozemeijer, F. A. (1996). Revolution in purchasing: building competitive power through proactive purchasing. *European*

Journal of Purchasing & Supply Management, 2(4), 153–160. Retrieved from [https://doi.org/10.1016/S0969-7012\(96\)00010-X](https://doi.org/10.1016/S0969-7012(96)00010-X)

Walker, H., & Brammer, S. (2009). Sustainable procurement in the United Kingdom public sector. *Supply Chain Management: An International Journal*, 14(2), 128-137. Retrieved from <https://doi.org/10.1108/13598540910941993>

Young, S., Nagpal, S. & Adams, C. A. (2016). Sustainable procurement in Australian and UK universities. *Public Management Review*. 18(7), 993-1016. Retrieved from <http://dx.doi.org/10.1080/14719037.2015.1051575>

Zheng, J., Knight, L., Harland, C., Humby, S., & James, K. (2007). An analysis of research into the future of purchasing and supply management. *Journal of Purchasing and Supply Management*, 13(2007), 69–83. Retrieved from <https://doi.org/10.1016/j.pursup.2007.03.004>

8 APPENDICES

Appendices		Page Number
Appendix 1.1	Participant Engagement Schedule	109
Appendix 1.2	Sample Frame: Interest Initiation Methods	111
Appendix 1.3	Confirmed Respondents	112
Appendix 2	Participant Information Document	113
Appendix 3	Pre-Interview Information	116
Appendix 4	Definitions of Procurement & Strategic Value	118
Appendix 5	Interview Questionnaire	119

Appendix 1.1: Participant Engagement Schedule

A schedule of participant engagement activities and procedures undertaken are provided below:

Date/Period	Researcher	Participant
Early Engagement 7th September 2016 to February 2017	Early engagement with peers to establish interest in research proposal.	Offered verbal commitment.
Acknowledgement of Participation Emails Within two days of receiving initial verbal/ email commitment	Email of thanks, confirming: a) research to accord with University's research ethics, policy and procedures; b) further contact to be made after research proposal approved, advising this was expected to be in late February 2017.	Elicited responses reiterating: a) participant's commitment to be interviewed b) understanding to await subsequent update c) in some instances, emails copied into secretaries for example, with request to "find a suitable time slot" when notified (Respondent RES2-HE2).
Issue & Return of Consent Forms Electronic Scheduling of Appointments 6th March to 23rd March 2017 & 24th March to 25th April 2017	Consent forms issued over nine batches to ensure availability of offered interview dates/scheduling of appointment times.	
	Gentle reminders issued to non-respondents after 10 calendar days.	

Batch Issuing of Consent Forms			
Batch Number	Cluster Type	Forms Issued	Date Issued
Batch 1	Cluster 1 & 2	7	07/03/17
Batch 2	Cluster 1 & 2	4	09/03/17
Batch 3	Cluster 3	2	13/03/17
Batch 4	Cluster 3	1	16/03/17
Batch 5	Cluster 3	1	19/03/17
Batch 6	Cluster 3	3	20/03/17
Batch 7	Cluster 3	3	23/03/17
Batch 8	Cluster 2	1	13/04/17
Batch 9	Cluster 2	1	25/04/17
Total Issued:		23	

Appendix 1.1: Participant Engagement Schedule (continued)

Date/Period	Researcher	Participant														
<p>Issue & Return of Consent Forms (continued)</p> <p>Electronic Scheduling of Appointments</p> <p>6th March to 23rd March 2017 & 24th March to 25th April 2017</p>	<p>Participant Information Consent Forms/email, detailing:</p> <p>a) short title of research project b) University's ethics policy/procedures c) availability for interviews (dates/times) d) choice of interview preference - face to face, telephone or Skype e) request for preferred appointment times.</p> <p>Majority of consent forms were issued: 6th to 23rd March and remainder up to 25th April 2017.</p> <p>Electronic diary invites included scanned consent form with researcher's countersignature in relevant section.</p>	<p>18 consent forms authorised/returned within three weeks, confirming interview preference and time.</p> <p>Where consent forms not returned for face-to-face interviews, appointments were made on understanding that prior consent would be required prior to the interview taking place, on the day.</p> <table><tr><th colspan="2">Return of Consent Forms Response (Days)</th></tr><tr><th>Number of Days</th><th>Forms Returned</th></tr><tr><td>Within 7 days:</td><td>11</td></tr><tr><td>8 - 14 days:</td><td>4</td></tr><tr><td>15 - 21 days:</td><td>3</td></tr><tr><td>Day of interview</td><td>5</td></tr><tr><td>Total Returned</td><td>23</td></tr></table>	Return of Consent Forms Response (Days)		Number of Days	Forms Returned	Within 7 days:	11	8 - 14 days:	4	15 - 21 days:	3	Day of interview	5	Total Returned	23
Return of Consent Forms Response (Days)																
Number of Days	Forms Returned															
Within 7 days:	11															
8 - 14 days:	4															
15 - 21 days:	3															
Day of interview	5															
Total Returned	23															
<p>Issue of Pre-Interview Information Forms</p> <p>28th March to 12th June 2017</p>	<p>3 working days prior to the actual scheduled interviews, emailed:</p> <p>a) Pre-interview Information document (including four research objectives) b) Academic definitions of procurement and strategic value.</p> <p>Email also served as gentle reminder of forthcoming appointment, approximate duration of interview and provided context to how interview would be framed.</p>	<p>Responses were elicited with participants confirming availability and meeting venues.</p> <p>In two instances alternative contact telephone numbers were provided.</p>														

Appendix 1.2: Sample Frame: Interest Initiation Methods

Sample Frame: Interest Initiation Methods		Pre-Proposal Approval (20)				Post-Proposal Approval (3)	
		Following Scheduled Meeting (7)	At Informal Procurement Meeting (6)	Direct Telephone Call (3)	Direct Email (4)	Electronic (2) Direct Email: (1) LinkedIn: (1)	Direct Telephone Call (1)
Anonymised Coding:	Interest Initiation Method	Participation Interest Confirmed Email (E): (4) Verbal (V): (19)	Participation Form Batch Issue Number	Consent Form			
				Issued	Returned by Respondent	Day/s from Issuing to Return	Returned by Researcher
RES1-HE1	Pre-proposal - following scheduled meeting	25/01/17 (E)	1	07/03/17	08/03/17	1	09/03/17
RES2-HE2	Pre-proposal - at informal procurement meeting	18/01/17 (E)	1	07/03/17	17/03/17	10	17/03/17
RES3-HE3	Pre-proposal - following scheduled meeting	03/02/17 (E)	1	07/03/17	08/05/17	On Interview Day	09/05/17
RES4-HE4	Pre-proposal - at informal procurement meeting	18/01/17 (E)	2	09/03/17	13/03/17	4	13/03/17
RES5-HE5	Pre-proposal - at informal procurement meeting	17/01/17 (E)	2	09/03/17	20/03/17	11	20/03/17
RES6-HE6	Pre-proposal - direct email	16/01/17 (E)	2	09/03/17	20/03/17	11	20/03/17
RES7-HEIs1	Pre-proposal - following scheduled meeting	27/01/17 (E)	2	09/03/17	13/03/17	4	13/03/17
RES8-HEIs2	Post proposal approval - LinkedIn	27/04/17 (E)	9	25/04/17	15/05/17	20	15/05/17
RES9-HEIs3	Pre-proposal - telephone call	24/01/17 (E)	1	07/03/17	14/06/17	On Interview Day	15/06/17
RES10-HEIs4	Pre-proposal - direct email	24/01/17 (E)	1	07/03/17	15/03/17	8	16/03/17
RES11-HEIs5	Pre-proposal - telephone call	03/02/17 (E)	1	07/03/17	10/03/17	3	13/03/17
RES12-HEIs6	Pre-proposal - telephone call	03/02/17 (E)	1	07/03/17	07/03/17	0	08/03/17
RES13-HEIs7	Post proposal approval - telephone call	13/04/17 (V)	8	13/04/17	13/04/17	0	13/04/17
RES14-INST1	Pre-proposal - at informal procurement meeting	19/01/17 (E)	4	16/03/17	15/05/17	On Interview Day	16/05/17
RES15-INST2	Pre-proposal - at informal procurement meeting	17/01/17 (V)	7	23/03/17	27/03/17	4	27/03/17
RES16-INST3	Pre-proposal - following scheduled meeting	16/01/17 (V)	3	13/03/17	14/03/17	1	14/03/17
RES17-INST4	Pre-proposal - following scheduled meeting	24/02/17 (V)	6	20/03/17	05/04/17	16	05/04/17
RES18-INST5	Pre-proposal - following scheduled meeting	17/01/17 (E)	3	13/03/17	30/03/17	17	30/03/17
RES19-INST6	Pre-proposal - direct email	18/01/17 (E)	5	19/03/17	12/05/17	On Interview Day	13/05/17
RES20-INST7	Pre-proposal - at informal procurement meeting	18/01/17 (E)	6	20/03/17	21/03/17	1	21/03/17
RES21-INST8	Post proposal approval - direct email	26/01/17 (E)	7	23/03/17	27/03/17	4	27/03/17
RES22-INST9	Pre-proposal - following scheduled meeting	27/04/17 (E)	7	23/03/17	11/05/17	On Interview Day	12/05/17
RES23-INST10	Pre-proposal - direct email	05/03/17 (E)	6	20/03/17	21/03/17	1	21/03/17

Appendix 1.3: Confirmed Respondents

Confirmed Respondents from Participation Engagement Methods						
Participant Engagement Methods	Participants Sought	Confirmed Respondents	Non- Respondents			% Respondents from Participant Engagement Method
			Declined with reason	No reply to issued Participation Request	Consent Form not returned, despite previously confirming interest	
Pre-Proposal Approval						
Direct email	4	4				100%
Direct telephone call - following unrelated procurement matter	3	3				100%
Face to face - at informal procurement meeting	6	6				100%
Face to face - following scheduled procurement meeting	9	7			2	78%
Sub-totals	22	20	0	0	2	91%
Post Proposal Approval						
Direct email - no prior engagement	6	1	3	1	1	17%
Direct telephone call - following unrelated procurement discussion	1	1				100%
Face to Face - following scheduled procurement meeting	1	0			1	0%
LinkedIn request	1	1				100%
Sub-totals	9	3	3	1	2	33%
Final Sample (Totals)	31	23	3	1	4	74%

Appendix 2: Participant Information Document

Short title of study:

How can Procurement deliver Strategic Value? An Exploratory Study in the UK Higher Education Sector

Dear [Name of Participant]

Thank you for agreeing to be interviewed for my MBA dissertation.

In order to participate in this research study, your prior consent is sought. It is important for you to understand why the research is being done and what it will involve before you formally give consent. Please take time to read the following information carefully and discuss it with others if you wish before deciding whether or not to take part. Please ask me if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

The purpose of this research is to advance understanding of the factors that contribute or constrain the role of Procurement in delivering strategic value in today's higher education macro-environment by gathering perspectives from:

- experts who have recently been, or are currently, involved in contributing towards initiatives impacting the role of procurement within the HE Sector;
- practitioners with recent/current responsibility for the procurement function and/or delivery of strategic value within their organisations
- stakeholders who are influencers/impacted by procurement practices within their organisations.

Further aims of this research are to elicit lessons learned and to identify exemplar case studies. A written report (dissertation) will be produced at the end of this project.

Why have I been chosen?

You have been invited to participate on the basis of your having/being:

- wider HE Sector recognition for your Procurement/Financial expertise and contribution; and/or
- recent/current responsibility for your organisation's corporate/value for money strategy; and/or
- recent/current responsibility for Procurement within your organisation and/or are
- key stakeholders of the Procurement function within your organisation

What are the possible benefits of taking part?

With your participation, it is hoped that findings from this study will contribute towards informed recommendations on how the role of Procurement may be aligned with organisational/HE sector's strategic objectives and to enhance current and/or future implementation of improved practices.

What are the possible disadvantages and risks of taking part?

There are no foreseen disadvantages or risks in taking part in this study.

Do I have to take part?

It is up to you to decide whether or not to take part.

Appendix 2: Participant Information Document (continued)

What will happen to me if I take part?

If you decide to take part, you will be given this information sheet to keep. In order to take part, you are required to complete, sign and return the consent form on page 3. (Typed or electronic signatures are acceptable where the forms are returned by email). I will then contact you to mutually agree a time and venue for the interview to take place, during which the aims and objectives of the project will be explained and for any questions you may have, to be answered.

For logistical reasons, interviews may be conducted in person, telephone or where capabilities permit, via Lync or Skype and will be **entirely confidential**.

If you decide to take part you are still free to withdraw at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not affect the standard of care you receive in any way.

Will my taking part in the study be kept confidential?

All information collected about you during the course of the research will be kept strictly confidential.

Participants should note that data collected from this project may be published in an anonymised form and will be retained by University of Chester Business School for a limited period. By agreeing to participate in this project, you are consenting to the retention and publication of data.

What will happen to the results of the research study?

The results may be written up into a report, (dissertation), as part of my MBA qualification.

Who is organising and funding the research?

The research is organised by the Executive MBA programme, supervised by Tony Ward, MBA Director and Senior Lecturer and is not funded.

What if something goes wrong?

If you wish to complain or have any concerns about any aspect of the way you have been approached or treated during the course of this study, please contact:

Anthony J. Ward, Faculty of Business & Management, University of Chester, Queen's Park Road, Chester, CH4 7AD. Tel: 01244 511836 or email: t.ward@chester.ac.uk.

If you are harmed via taking part in this research project, there are no special compensation arrangements. If you are harmed due to someone's negligence (but not otherwise), then you may have grounds for legal action, but you may have to pay for this.

Who may I contact for further information?

If you would like more information about the research before you decide whether or not you would be willing to take part, please contact:

[Details of researcher originally provided, albeit withheld to retain anonymity for dissertation purposes].

Thank you in advance for your support with this research.

Appendix 2: Participant Information Document (continued)

Participant Informed Consent Form

Title of Project: *How can Procurement deliver Strategic Value? An Exploratory Study in the UK Higher Education Sector*

Name of Researcher: Ai Chuin Yu

Please initial box

1. I confirm that I have read and understood the participant information sheet, received dated, for the above study and have had the opportunity to ask questions. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason and without my care or legal rights being affected. ☐
3. I agree to take part in the above study. ☐

Name of Participant	
Job Title	
Organisation	
Signature	
Date	

Name of Researcher	
Signature	
Date	

Appendix 3: Pre-Interview Information

Short title of study:

How can Procurement deliver Strategic Value? An Exploratory Study in the UK Higher Education Sector

Dear Participant

Thank you for agreeing to be interviewed for my MBA dissertation.

What is the purpose of the study?

The purpose of this research is to advance understanding of the factors that contribute towards or constrain the role of Procurement in delivering strategic value in today's higher education macro-environment.

Research Objectives

Specifically, the objectives of my dissertation are:

1. To explore theoretical and empirical evidence regarding the role of procurement and its evolution within the UK HE sector.
2. To advance understanding of SV within the UK HE sector with particular reference to the forces driving it.
3. To explore stakeholder perceptions of drivers, practices, success factors and challenges impacting the role of procurement in delivering SV within the UK HE sector.
4. To formulate recommendations as to how the role of procurement within the UK HE sector can be enhanced to deliver SV.

Further aims of this research are to elicit lessons learned and to identify exemplar case studies. A written report, (dissertation), will be produced at the end of this project.

Why have I been chosen?

You have been invited to participate on the basis of your having one or more of the following:

- wider HE Sector recognition for your Procurement/Financial expertise and contribution;
- recent/current responsibility for your organisation's corporate/value for money strategy;
- recent/current responsibility for Procurement within your organisation and/or are a
- key stakeholder of the Procurement function within your organisation

What are the possible benefits of taking part?

With your participation, it is hoped that findings from this study will contribute towards informed recommendations on how the role of Procurement may be aligned with organisational/HE sector's strategic objectives and to enhance current and/or future implementation of improved practices.

The interview is expected to be approximately 45 minutes duration. A series of questions relating to the topic will be asked of the participant. The participant will be invited to respond and discuss the issues raised in a free and open environment.

Prior to the interview commencing, I will answer any questions asked about the aims and objectives of the project. If you decide to take part, you reserve the right to decline to answer any particular questions and are still free to withdraw from the process at any time and without giving a reason.

Appendix 3: Pre-Interview Information (continued)

Will my taking part in the study be kept confidential?

Participants should note that data collected from this project may be published in an anonymised form and will be retained by University of Chester Business School for a limited period. By agreeing to participate in this project, you are consenting to the retention and publication of data.

In order to take part, participants are required to have completed, signed and returned the **Participant Informed Consent Form**.

What will happen to the results of the research study?

The results may be written up into a report, (dissertation), as part of my MBA qualification.

Who is organising and funding the research?

The research is organised by the Executive MBA programme, supervised by Tony Ward, MBA Director and Senior Lecturer and is not funded.

What if something goes wrong?

If you wish to complain or have any concerns about any aspect of the way you have been approached or treated during the course of this study, please contact: Anthony J. Ward, Faculty of Business & Management, University of Chester, Queen's Park Road, Chester, CH4 7AD. Tel: 01244 511836 or email: t.ward@chester.ac.uk.

If you are harmed via taking part in this research project, there are no special compensation arrangements. If you are harmed due to someone's negligence (but not otherwise), then you may have grounds for legal action, but you may have to pay for this.

Who may I contact for further information?

If you would like more information about the research before you decide whether or not you would be willing to take part, please contact:

[Details of researcher originally provided, albeit withheld to retain anonymity for dissertation purposes].

Thank you in advance for your support with this research.

Appendix 4: Definitions of Procurement & Strategic Value

How Can Procurement deliver Strategic Value? An Exploratory Study in the UK Higher Education Sector

Definition of Procurement

Procurement is defined by The Chartered Institute of Procurement & Supply, as “the business management function that ensures identification, sourcing, access and management of the external resources that an organisation needs or may need to fulfil its strategic objectives.”

Definition of Strategic Value

Strategic Value is defined by the Cambridge Business English Dictionary as “the degree to which a particular action or planned action is important or useful in relation to something that it wants to achieve.”

Appendix 5: Interview Questionnaire

Appendix 5: How can procurement deliver strategic value? An exploratory study in the UK Higher Education sector Interview Questions (Semi-Structured)				
Themes/Perspectives		Initial Understanding	Inquire 1	Inquire 2
1	Procurement is defined by The Chartered Institute of Procurement & Supply as "the business management function that ensures identification, sourcing, access and management of the external resources that an organisation needs or may need to fulfil its strategic objectives," from the context of the UK HE Sector, would you agree this is a reasonable definition regarding the role of procurement?	Why?		
2.1	Having considered the definition of SV by the Cambridge business English dictionary, as the "degree to which a particular action or planned action is important or useful in relation to something that it wants to achieve," from the context of the UK HE sector, what does SV mean to you?	Why?		
2.2	What would you say are the top 3 key attributes to delivering SV within the UK HE sector?	Why?		
3.1	How important is it for the role of procurement to deliver SV within the UK HE sector?	Why?		
3.2	How would you describe the role of procurement within the UK HE sector in terms of delivering SV?	Why?		
3.3	Would you say then that procurement's current contribution in delivering SV in the UK HE sector is a) about right? b) could be improved? c) too much?	If 'about right' or 'too much': Why?	What top 3 factors do you think influences this?	Why are these factors significant?
		If 'could be improved': How do you think this can be achieved?		

Appendix 5: Interview Questionnaire (continued)

How can procurement deliver strategic value? An exploratory study in the UK Higher Education sector Interview Questions (Semi-Structured) continued				
Themes/Perspectives		Initial Understanding	Inquire 1	Inquire 2
3.4	Looking back at the level of procurement contribution in terms of delivering SV within the UK HE sector, would you say it has changed since you joined the sector?	How?	What factors influenced this?	How were these factors significant?
4	What would you say are the top 3 forces driving procurement to deliver SV in the UK HE sector?	Why?	What impact are these having?	
5	What practices are you aware of that impact upon the ability of procurement to deliver SV in the UK HE sector?	What impact are these practices having?	How are these practices positive or negative?	
6	What would you say are the top 3 factors that affect the ability of procurement to successfully deliver SV in the UK HE sector?	Why are these significant?	How are these significant?	
7.1	What would you say are the top challenges preventing the role of procurement from delivering SV in the UK HE sector?	Why?	Which one of these is particularly significant?	Why?
7.2	What measures would you say should be implemented to overcome the challenges identified as preventing the role of procurement from delivering SV?	Why?		
8	In your opinion, can procurement deliver SV within the UK HE sector?	Why?		